

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Please provide information for the applicant group's **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

IMPORTANT NOTE: *The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

Legal name of group applying for charter(s):	The Promise Academy Inc.
Names, roles, and current employment for all persons on applicant team:	<hr/> Ayana Wilson-Coles, Board President, Elementary Teacher MSD Lawrence Township
	<hr/> Daria Parham, Principal, Elementary Teacher IPS
	<hr/> Aaron Jefferson, Board Secretary, Delphi
	<hr/> Amia Foston, Board Treasurer, Economic Research Assistant Indiana Business Research Center and Consultant
	<hr/> Tara Doss, Board Member, Attorney
Designated applicant representative:	<hr/> Ayana Wilson Coles
Address:	<hr/> 3450 Garden Grove Dr.
	<hr/> Indianapolis, IN 46214
Office and cell phone numbers:	<hr/> 317-847-0036
Email address:	<hr/> awilsoncoles@gmail.com

Provide the requested information for each school included in this proposal.
 (You may add lines to the table if needed.)

Proposed School Name	Opening Year	School Model (e.g., college prep, dropout recovery)	Geographic Community *	School District(s) in Proposed Location	Grade Levels at Full Enrollment
The Promise Academy	2014	College Prep., Culturally Relevant	Indianapolis, IN.	Indianapolis Public Schools	K-8

NOTE: * Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.

Proposed Grade Levels and Student Enrollment

Provide the following information for each charter school included in this proposal. Specify the planned year of opening for each, the grade levels served, and both the planned and maximum number of enrolled students by grade level for each year. (You may duplicate the table as needed.)

Proposed School Name:	The Promise Academy	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify starting year)	K-3 (2014)	225/250
Year 2	K-4	300/325
Year 3	K-5	375/400
Year 4	K-6	450/475
Year 5	K-7	525/550
At Capacity	K-8	675/700

Do any of the proposed schools expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation?* Yes No

If yes, identify the ESP or other partner organization: Victory Education Partners

Will an application for the same charter school(s) be submitted to another authorizer in the near future?

Yes No

If yes, identify the authorizer(s):

Planned submission date(s):

Please list the number of previous submissions (including withdrawn submissions) for request to authorize this(ese) charter school(s) over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s):

Indiana Charter School Board

Submission date(s):

Spring/2012

2013 Charter Application

The Promise Academy

PROPOSAL NARRATIVE

EXECUTIVE SUMMARY

Mission and Vision for Growth in Indiana.

Through instruction and inspiration, the mission of The Promise Academy (TPA) is to instill each of our students with a lifelong passion for learning and a sense of civic purpose. It is OUR PROMISE to help all of our students reach THEIR PROMISE.

TPA's mission will permeate our educational philosophy and pedagogical strategies. We will inspire and instruct our students by using a college-readiness curriculum that is culturally relevant to them. The curriculum's dual focus on college readiness and cultural relevance will enable and empower students to be active learners as they come to appreciate the uniqueness of their own cultural history as well as that of others. By instilling in students a healthy sense of self-worth, as well as impressing upon them the notion of their intrinsic value and the understanding of other cultures, TPA will cultivate lasting leadership skills among the students of Indianapolis and prepare them for the future. Research has shown that students are more engaged in the learning process when they can relate to the examples used in class; when they are more engaged, they make greater academic gains. By encouraging our students to become invested in their education, TPA will instill in them a lifelong passion for learning fueled by consistent academic successes.

In addition to grooming our students to become lifelong learners, TPA will impress upon them a strong sense of civic purpose. By drawing on Kwanza principles like unity (umoya), collective work and responsibility (ujima) and self-determination (kujichagulia), TPA will reinforce a healthy sense of self-worth for our students. By instilling in our students an appreciation of other cultures, TPA will prepare them to become engaged local and global citizens in the future. Achieving our vision of high academic and creative achievement for our students is predicated on valuing students' current funds of knowledge (values, and beliefs), promoting a symbiotic partnership with our families and community, and creating sustainable school culture of excellence.

The vision of The Promise Academy is to become the premier K-8 educational setting in Indianapolis. TPA will consistently replace negative academic statistics of minority students with their academic success. Our students will be taught by teachers who have high academic and social expectations for all students. TPA's teachers and staff will provide students:

- the opportunities, resources and environment necessary to become lifelong learners;
- the skills and encouragement needed to be productive, responsible citizens in a changing, global society; and
- the support required to develop a healthy self-concept leading to sound judgment and appropriate, ethical decision making.

The Promise Academy will open in the fall of 2014 serving students in kindergarten through third grade who reside in the central Indianapolis. TPA's strategic vision and five year-growth plan is to ultimately educate students from kindergarten through eighth grade. After our initial year of operation, TPA will add an additional grade each year for the next five years. This enrollment growth plan allows us to establish the proper school climate and to provide a rich academic foundation for students in the early childhood years as they continue to move up in grades. TPA will begin with 225 students in grades K-3. Kindergarten will consist of three classes and first, second, and third grade will each have two classes.

There will be 25 students in each class students. Enrollment through the eighth grade is projected to be 675 students. As an organizer, The Promise Academy does not have plans to open additional schools.

Educational Need.

In this nation there is a disparity in the education of middle class, Caucasian students and students who come from marginalized communities. According to the report given by National Center for Education Statistics, the National Assessment for Education Progress (NAEP) mathematics and reading scale scores for Caucasian students in the 4th, 8th, and 12th grade were more than 20% higher than the scores of their African American and Hispanic peers (NAEP). In the state of Indiana, only 48.1% of African American students passed ISTEP+ in the 2011-12 school year, while 76.8% of Caucasian students passed. In addition to an achievement gap based on race, there is a gap based on socioeconomic status. There is a 23.7% achievement gap between students who receive free and reduced priced school meals and students who do not. The data proves the need for schools that address the needs of students who have been continually underserved by traditional education. Although this trend can be found in most school districts, the founders of TPA decided the greatest need is present in communities served by Indianapolis Public School district. Over 80% of IPS students receive free and reduced lunch services, and 76% are students of color. In the 2011-12 school year only 50.5% of their students passed ISTEP+ while the state average is 72.4%.

This data, furthermore, proves there is a need for schools in Indiana that are designed to meet the needs of students who are what Gloria Ladson-Billings calls “school dependent”. These students look to schools as a “vehicle for social advancement and equity” and are depending on schools to help them reach their goals. The founders intentionally chose this community because we believe the families of this community are in need of a school that respects and embraces them; a school that does not view them as deficits, but instead as future leaders filled with possibilities.

Target Population.

TPA will target students who have been traditionally underserved by public schools. We anticipate that many of the students will come from families where the parents feel their students are not connecting to traditional education and are looking for a school that infuses and embraces their culture instead of seeing it as a deficit. The majority of TPA students will come from underserved neighborhoods. We expect that the student population will be 80% African American, 10% Latino, and 10% other, with over 85% of the enrolled students qualifying for free or reduced-price lunch. By starting with students in primary grades, we will ensure that these students grow with an understanding of the importance of being community members. Students will be encouraged to think critically about their surroundings and identify and work to rectify issues in the community.

Community Engagement.

The founders of TPA believe in the notion that "it takes a village to raise a child" and will therefore engage parents and guardians, community leaders, and members of various local community organizations and churches.

Parents and guardians will be encouraged to take an active role in the daily educational lives of their children. The leadership team will incorporate 1) volunteering; 2) providing tools for better parenting; 3) communication; 4) creating a home learning environment; 5) shared decision making; and 6) utilizing community collaboration by using parents as resources to the larger community. These programs will

help to meet the needs of the underserved local community as a whole, as well as strengthen our school community.

TPA has already been successful in establishing initial partnerships with community leaders and members of various local community organizations and churches, including: Wendy Cooper, Economic Development Manager of Flanner House; Dennis Bland, President of The Center for Leadership Development (CLD) and Gary Holland, creator of The Historic Journey. Flanner House Community Center is a staple in the community. Flanner House has offered to assist with tutoring services and use of library meeting rooms and materials. CLD is a community organization that provides resources for minority students in Indianapolis to be successful. TPA will refer its students to CLD when they are in the fourth grade. The Historic Journey is currently used in select school districts to fulfill the cultural competency requirement mandated by the state of Indiana. Mr. Holland will provide resources as well as professional development.

Education Plan/School Design.

Students at The Promise Academy deserve a relevant, rigorous, and safe environment in which they have an equal opportunity to learn and experience activities that will help them develop into productive citizens. TPA will offer a challenging and rigorous Common Core-aligned academic curriculum with class sizes no larger than 25 students. The curriculum will be culturally relevant and will be supported with enrichment activities, hands-on and real-life experiences, community resources, and active parent participation and involvement. Key components include:

Highly Qualified Teachers

The Promise Academy recognizes the correlation between Highly Qualified Teachers and student achievement. To comply with No Child Left Behind (NCLB) Law, TPA will hire highly qualified teachers who have met the NCLB Highly Qualified Teacher Standards in all of the content areas. To ensure that our teachers are capable of providing high quality instruction, TPA teachers will be required to attend regular professional development. This will begin prior to the school year with a retreat and relevant professional development conferences. Monthly meetings will also be held, during which professional development will be offered by qualified staff and by outside guests brought in for their expertise. Teachers will be engaged in Professional Learning Communities throughout the entire year, which will allow them to collaborate with and learn from other staff members. Administration and coaches will observe classes regularly and give feedback to ensure that teachers have the support they need to best serve our students. Research shows a key component to effective teaching is relationship building (Glickman, Gordon, & Gordon, 2010). Teachers must have a positive relationship with their students and their families. To accomplish this, teachers will loop with students during the primary years (k-3), intermediate (3-6), and middle school (7-8).

Understanding by Design

TPA will use the Understanding by Design (UbD) Framework for constructing units of study. The Association for Supervision and Curriculum Development (ASCD) states that UbD is a “framework for designing curriculum units, performance assessments, and instruction that lead...students to deep understanding” (ASCD, 2006). This educational framework’s goal is to achieve deeper and more lasting understandings. Teachers will employ the use of backward design (thinking purposefully about the units of study they are creating by starting with the end result in mind), generate essential questions to be addressed, and facilitate the learning of their students. This purposeful planning will allow teachers to infuse relevant material and create a more meaningful understanding of the material for students. Teachers will focus on larger concepts, principles, or processes as they apply the concepts they teach to new situations that look beyond the subject matter.

Differentiated Instruction

Differentiated instruction is the key to successful teaching. An increasing amount of research is being done on differentiation, and it shows that differentiating instruction consistently yields positive results for students of all ability levels (Huebner, 2010). To accomplish this, TPA will use the workshop approach to teaching reading, writing, and math. Using the workshop model will allow teachers to meet the needs to student by using a blend of whole group instruction, small group instruction, and individual conferencing. Teachers will also be aided by an intervention coach, who will assist them with interpreting formative assessment data and providing appropriate differentiation for groups working at different levels. Keeping class sizes limited to 25 will also aid teachers in being able to create groups and lessons that will meet the needs of all their students. In addition, because teachers will loop with their classes, they will come to know the students, their learning styles, strengths, and deficits in a deeper way that will help them plan effective differentiation.

Data Driven Instruction

“It is necessary to the improvement process to make high-quality data-based decisions at the classroom instruction level,” (Bedwell, 2004). TPA will use a variety of ongoing data to assess the needs of our students. This data includes state assessments such as ISTEP+ and Acuity along with quarterly benchmark assessments created by our staff. We will also use authentic assessments such as running records and miscue analysis, and writing prompts. Teachers will be trained in the effective use of formative assessment and feedback in the classroom. We will not only collect data, but ensure that we use that data to make instructional decisions that will meet the needs of all students.

Extended Learning Time

TPA expects to serve students with the highest needs. Research shows that students benefit from more schooling. In a study conducted by the National Center on Time and Learning, researchers found that most schools viewed expanded time as very important to meeting the educational goals for students (Farbman, 2010). Because of this, the school day and school year will be extended with the school year being 190 days long and the school day from 8:00-3:30. Students will be engaged in intervention times daily that will be based on data collected from classroom teachers. During this time, Target Time, teachers will target specific deficits and address them through small group instruction. In addition, students who are in need of enrichment will also receive instruction in a small group setting.

Culturally Relevant Pedagogy and College Prep

Students are more connected to instruction with the lessons are relevant to their backgrounds. Using the cultural knowledge and prior experiences of students makes learning more relevant and effective (Gay, 2010). A 2011 study by Dorothy Garrison-Wade and Darlene Sampson, published in *Urban Review*, found that minority students preferred culturally relevant lessons to those that did not address their culture. Other studies have drawn similar conclusions and found that as a result of the use of a culturally relevant curriculum, students were more engaged and displayed a higher level of mastery of the material (Irvine, 2010). TPA teachers will intentionally connect curriculum to the lives of our students and will recognize the importance of encouraging a positive cultural identify. In addition, TPA intentionally encourage our students to attend college. Students at every grade level will be exposed to college preparatory experiences.

Network Governance and Leadership

The Promise Academy will be governed by a Board of Directors that will oversee the school’s performance. The Board consists of 7-11 members that bring a variety of knowledge and expertise such as curriculum development and instruction, education law, finance, administration, and community development. The Promise Academy Board of Directors is responsible for ensuring that achievement

goals are being met and that students are meeting or exceeding the academic goals and ISTEP and IREAD3 scores. The Board is also charged with understanding its charter contract and board policies in addition to knowing state and federal laws governing schools. Moreover, the Board of Directors has fiduciary responsibility for the financial and budgetary integrity of the school. Board members will work tirelessly ensure that the mission and vision of TPA is realized. In addition to the governing board, an advisory board is will be established to provide guidance in specific areas when needed.

The Board plans to contract with an educational service provider who has successful experience in supporting charter schools. TPA has chosen Victory Education Partners to provide back office services. Victory Education Partners will provide Finance/Accounting and Human Resources services.

SECTION I: EVIDENCE OF CAPACITY

Founding Group

Founding Group Membership

1. Identify the key members of the Founding Group for the proposed school(s).

<u>Name</u>	<u>Relevant Experience</u>	<u>Proposed Role in School</u>
Daria Parham	<ul style="list-style-type: none"> ○ Teacher with 8 years of experience in an urban environment. ○ Master’s Degree in Education ○ Indiana Administrator’s License 	Founding Group Organizer (School Leader)
Donielle Jones	<ul style="list-style-type: none"> ○ Master’s Degree in Education ○ 9 years experience in an urban setting. ○ Indiana Administrator’s License 	Founding Group Organizer
Kirsten Robbins	<ul style="list-style-type: none"> ○ Nationally Board Certified Teacher ○ Master’s Degree in Education 	Founding Group Organizer (Instructional Coach)
Ayana Wilson-Coles	<ul style="list-style-type: none"> ○ 7 years of teaching experience in an urban setting ○ Master’s Degree in Language Education ○ Candidate for Language Education EdD 	Board Member (President)
Amia Foston	<ul style="list-style-type: none"> ○ Former Executive Vice President and Interim CFO) at small university ○ Former municipal financial advisor and strategic municipal 	Board Member (Treasurer)

	<ul style="list-style-type: none"> consultant ○ Master's in Urban Planning (Community Development) ○ MBA in Finance ○ Current PhD Candidate in Organizational Sociology @ IU-Bloomington 	
Aaron Jefferson	<ul style="list-style-type: none"> ○ Engineer ○ Adjunct faculty member at Indiana Wesleyan University's MBA Program ○ Mentor ○ Holds Certification for teaching Secondary Mathematics 	Board Member (Secretary)
Patryce Moore	<ul style="list-style-type: none"> ○ Social Worker ○ Experience with at-risk teens and young mothers ○ Serves as a Board Member for Say Y.E.S ○ Active member of the community 	Board Member
Adrienne Slash	<ul style="list-style-type: none"> ○ Program Support Coordinator, Girls INC. ○ Background in fundraising, volunteer recruitment, and youth development 	Board Member (Vice President)
Tara Doss	<ul style="list-style-type: none"> ○ Attorney ○ Over 7 years of experience in education law including special education and charter schools ○ Over 5 years nonprofit board experience 	Board Member
Jonique Burton	<ul style="list-style-type: none"> ○ Secondary mathematics teacher for 6 years in an urban setting in Texas ○ Secondary administrator for 7 years in Indiana ○ Mid-management certification/ Principals certification ○ Master's in Public Administration with an emphasis in HR ○ Education Specialist in School Superintendency 	Board Member

	<ul style="list-style-type: none"> ○ Indiana Administrator’s license ○ Texas Administrator’s license ○ Hold Indiana and Texas certification for teaching Secondary Mathematics 	
Arthur Hinton	<ul style="list-style-type: none"> ○ Assistant Principal ○ Master’s Degree in Education ○ Indiana Administrator’s License ○ 15+ years in K-12/College Settings 	Board Member
Kenneth Taylor	<ul style="list-style-type: none"> ○ Bachelor’s Degree Building Construction Management - Purdue University ○ Currently pursuing Master’s Degree Real Estate Studies w/ concentration in Real Estate Finance & Real Estate Development - Marylhurst University ○ Board Member Gary Brackett's Impact Foundation ○ 18 years Construction & Real Estate experience 	Board Member

The members of The Promise Academy’s founding group possess various qualifications to make our school successful. The founding members have been in education with the combined experience of over 20 years. These educators have a passion and experience for working with children in the urban schools and continually develop themselves professionally.

Daria Parham is a native of Indianapolis, and is currently a teacher with Indianapolis Public Schools with over eight years of experience in an urban school district. It has always been her goal to return to the inner city to improve education. Ms. Parham will serve as the school leader at The Promise Academy. Ms. Parham graduated from Indiana University in 2003, with a Bachelors of Science in Education. She decided to continue her education, earning a Masters Degree and Administrator's License at Indiana Wesleyan University. Throughout her career, Ms. Parham has been fortunate to function in various educational settings. She was a Transitional Coach with Indianapolis Teaching Fellows, which allowed her to gain experience mentoring and evaluating new teachers to the district. Ms. Parham’s current principal has trusted her to maintain student discipline, on many occasions, during his absence. Ms. Parham has a strong commitment to seeing the youth in Indianapolis succeed.

Donielle Jones has 10 years experience in education at Central Elementary in Pike Township. She holds her undergraduate degree from Indiana University Purdue University in elementary Education, a master's degree in education and a K – 12 Administrative License from Indiana Wesleyan University. Mrs. Jones is known as a positive teacher leader at her school and believes that all children can learn.

Kirsten Robbins is a National Board Certified Teacher with 8 years of teaching experience in an urban setting. She has had leadership experience acting as intermediate team leader and as a member of an administrative council. She worked closely with the community as teacher representative to the local

school council. She has worked for McGraw-Hill training teachers in the implementation of the Everyday Math curriculum. She has also led professional development in reading and writing workshop. Ms. Robbins is currently pursuing her Doctorate degree in Urban Education at IUPUI.

The Promise Academy's Board of Directors consists of members of the Indianapolis community. They bring a wealth of experience and qualifications that add to the founding group.

Ayana Wilson-Coles has been in education for the past 7 years. She is also a native of Indianapolis, and currently teaches in the Lawrence Township school district. Prior to that Ayana worked at the Indianapolis Project School. Working for a newly opened charter school provided her with a unique experience that will help make The Promise Academy prosperous. She was able to see first hand the amount of work that needs to be in place to run a successful school. Mrs. Coles has a Masters degree in Language Education from Indiana University, and is currently working on her Doctorate degree in Language Education. Through her studies and teaching experience, Mrs. Coles developed a passion for teaching students who struggle with literacy. She has been trained in Reading and Writing workshop, as well as other teaching methods that help students succeed in literacy. In addition, Mrs. Coles has spent time studying culturally relevant pedagogy and critical pedagogy. She is also currently working on her administrative license through the Urban Principal Program at IUPUI.

Patryce Moore has worked in the community for over 10 years. She has provided support and education to pregnant mothers and has conducted several health fairs and outreach programs. Mrs. Moore has served as a board member to Say YES, a non-profit organization that provides before and after care to students as well as summer programs. She is currently working with non-profit organizations such as Black Breast Feeding Coalition, which brings awareness to young mothers about the importance of breast-feeding. Additionally, she has trained with community grant funded programs. Mrs. Moore's experience has helped her become skilled at working with parents and helping them to feel supported.

Adrienne Slash has been serving the Indianapolis community since 2007. She has extensive community ties and is skilled in the areas of community partnerships, fund raising, volunteer recruitment and youth development programming. While working for United Way of Central Indiana, Ms. Slash worked on the Major Gifts team responsible for securing donations from individuals of \$10,000 or more annually. In this capacity she was very successful. Since joining the Girls Inc. family she has witch gears to building partnerships and creating meaningful engagement for girls ages 6-18 in the Greater Indianapolis Area. Ms. Slash holds a B.A. in Political Science from Hampton University in Hampton, Virginia. She is a member of Alpha Kappa Alpha Sorority, Incorporated, Junior League of Indianapolis and Co-Chair of the 2011 and 2012 Diversity Volunteer Recognition Awards.

Aaron Jefferson is an Indianapolis native and a graduate of Rose-Hulman Institute of Technology where he earned his Bachelor of Science in Electrical Engineering. He also holds a MBA from Indiana University and a teaching certificate in secondary mathematics from Indiana Wesleyan. He holds a management position with Delphi Corporation, where he has developed an advancing career over the past 14 years, including a 3-year assignment in Juarez, Mexico. He also holds an adjunct faculty position at Indiana Wesleyan teaching graduate level MBA classes. As an active community member, he has worked with underprivileged youth through church and other non-profit community organizations. Aaron believes education can be an equalizer of social inequality and that all children deserve a quality education.

Amia K. Foston is an experienced professional with a diverse background in higher education administration, non-profit management and public finance. He served as the executive vice president and interim CFO/CIO of a small Midwest university, where he managed the day-to-day operations. His

expertise and skills include strategic planning, financial management, systems thinking, effective communication and change management.

His academic preparation includes a Bachelor of Science in Electrical Engineering (cum laude) and a Master of Business Administration in Finance from Howard University. He also obtained a Master's in Urban Planning from New York University. Amia worked in Public Finance as a financial advisor and strategic municipal consultant. He also worked in the community development arena. Currently, Amia is pursuing his Ph.D. in Organizational Sociology at with minor concentrations in strategic management and higher education administration.

Kenneth T. Taylor is an accomplished Construction and Real Estate professional, with career experience in both residential and commercial construction/real estate fields. With most of his experience coming as a project manager and estimator, he has worked for a top ranked nationally known homebuilder, heavy-highway contractor, multi-family builder, and also as a licensed Realtor in the state of Indiana. With these titles he has perfected the skills of project financing & budgeting, management, scheduling, land development, site location, and client relationships.

Academically, Kenneth has received a Bachelor of Science Degree in Building Construction Management- Technology from Purdue University, numerous continuing education and training courses in construction and real estate, and currently pursuing a MBA in Real Estate Studies with a concentration in Real Estate Finance and Real Estate Development from Marylhurst University.

Arthur Hinton III has been an educator for over 15 years. He has been a general educator, Title I teacher, and an Assistant Principal. He is currently in the Assistant Principal position for a large school district where he is responsible for supervising the daily operations of an elementary school. He graduated from Indiana University in Bloomington, Indiana, where he also supervised students and staff in Residence Life/Higher Education. He has a Bachelor's Degree and Master's Degree in Education from Indiana University as well as his Administrative License from the State of Indiana.

Tara Canady Doss has been an attorney for nearly 10 years and has practiced in the area of Education Law for over 7 years. Ms. Doss received her Bachelor of Arts, with honors from the University of Michigan and her Juris Doctor from the University of Southern California. She is licensed to practice law in California and is currently seeking her law license in Indiana. As an education attorney, Ms. Doss has represented students, parents, and school districts in cases involving special education, student discipline, teacher discipline, charter school issues, and school policies; and has served in an advisory role to school boards. She has represented small and large school districts, including San Francisco Unified School District, which serves over 50,000 students and Lynwood Unified School District, which serves over 17,000 students. Ms. Doss has also been a frequent presenter of workshops addressing issues such as special education, school safety, charter schools, and civil rights. In addition to her career accomplishments, Ms. Doss has served on several nonprofit boards, including but not limited to California Women Lawyers, Black Women Lawyers Association of Los Angeles, and the Harriett Buhai Center for Family Law. She has served as a mentor to middle and high school girls and is a current volunteer with Child Advocates, where she serves as a Court Appointed Special Advocate (CASA) to children in the foster care system, and Neighborhood Christian Legal Clinic.

Jonique Burton has been a secondary educator in an urban setting since 2000. She has worked as a mathematics teacher in Texas for six years. Jonique is certified in the state of Texas with a secondary mathematics and building level administrator endorsement. While living in Texas, Jonique received her Master of Public Administration with an emphasis in Human Resources from Texas Southern University.

In addendum to her Masters, she pursued her administrative certification. She received her Mid-management/ principal certification. After moving to Indianapolis, Indiana, Jonique secured a job at North Central High School. Currently she is in the position of Crisis Administrator/ Student Programs Advisor/ ENL Administrator at North Central. She has served in the position for the past seven years. Jonique decided to pursue her Specialist in Education. She completed her EdS – Specialist in Superintendency in December 2012. Jonique also holds two certification endorsements in Indiana: Mathematics teacher and Building level administrator.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school(s) proposed, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to school development.

N/A

3. Explain the circumstances and motivations that brought the Founding Group together to propose this school replication plan.

The Promise Academy founding group is comprised of four public school teachers. The group came together as a result of reoccurring conversations about the current state of public education. The group was specifically frustrated with the amount of minority students and lower income students who were continually failing in schools. As educators, they had first-hand experiences and have spent a significant amount of time researching best practices to remedy this issue. They believed an innovative school should be created where every student could be successful in spite of their backgrounds. The group strives to create a school environment where students' culture and experiences would be embraced and acknowledged as assets rather than deficits, and where higher education would be the central focus.

School Leader and Leadership Team

1. For the first proposed school described in this application, identify the Principal/Head of School candidate and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record.

Ms. Daria Parham, the proposed principal, is currently a teacher with Indianapolis Public Schools. She has over nine years of experience in an urban school district. Throughout her career, Ms. Parham has been fortunate to function in various educational settings. She was a Transitional Coach with Indianapolis Teaching Fellows, which allowed her to gain experience mentoring and evaluating new teachers.

During her tenure, she has been afforded many opportunities to develop her leadership skills. Ms. Parham has served as principal designee, school improvement team member, TESA coordinator, grade level team leader, and high ability lead teacher. She currently participating in her current district's Leadership Identification and Development program, in which she participates in school audits, teacher evaluations, and school budgeting. . In addition to having a successful teaching career, she continually serves her community by mentoring and tutoring youth in her spare time.

She has also assisted in securing community partnerships, curriculum development and planning for The Promise Academy

The Promise Academy feels Ms. Parham is the best candidate for principal. In her quest for effective change in education, Ms. Parham strives to fulfill the central mission of providing all students with opportunities for quality learning in a safe and nurturing environment.

2. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?

The proposed Principal, Ms. Daria Parham, will work full-time to lead development of the school. In addition, TPA plans to hire a Business Manager who will also aid in the development of the school. The Board of Directors will aggressively pursue the Walton Family Foundation grant as well as the Public Charter Schools Program Federal Grant to support Year 0 expenditures. If we do not receive these grants, TPA's contingency plan is to apply for a line of credit or a loan from a local business or partner. We have already begun discussing this with possible lenders. These funds will allow The Promise Academy to compensate Ms. Parham and the Business Manager as they work to develop the school.

3. Describe the responsibilities and qualifications of the first proposed school's administrative/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as **Attachment 3**, the qualifications and resumes for these individuals. If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring. **NOTE: There is no page limit for this attachment.**

TPA has intentionally composed an administrative team that will ensure the success of our school. Below is a list of persons and/or titles that will help to successfully lead our school.

- **Assistant Principal:** The Assistant Principal will assist the principal in leading the school. He or she will be responsible for assisting with student data collection and analysis. In addition the Assistant Principal will be responsible for handling the majority of discipline issues as well as working to create community and parent partnerships. Furthermore, he/she will lead the RTI process.
- **Instructional Coach:** Mrs. Kirsten Robbins will be the Instructional Coach for TPA. Mrs. Robbins has been an educator for the past 8 years. She is a Nationally Board Certified Teacher, and has a Master's Degree in Education. Mrs. Robbins has experience developing curriculum, collecting and analyzing data, and mentoring teachers. Her responsibilities include working with teachers to develop curriculum, intervention groups, and guidance. She will work closely with the Principal and Assistant Principal on data collection, and professional development of teachers. Additionally, she will support the Assistant Principal with the RTI process.
- **Business Manager:** The business manager is responsible for leading the school office. His/her duties include assisting the Principal with the leadership of support staff (food service, teaching assistants, custodial services), grant writing, and facility and property management. In addition, the business manager will work closely with the ESP regarding finances and accounting services.
- **Lead Teachers:** Each grade level will have a person named as the Lead Teacher. This person will act as a mentor for their colleagues. He/she will have at least 5 years of teaching experience and experience mentoring novice teacher. In addition, a Lead Teacher will have experience collecting, analyzing, and using data to drive instruction. When needed he/she will model lessons for teachers and/or observe teachers and provide feedback.

Governance

Governing Board

1. Governance Structure and Composition.

TPA will be governed by a Board of Directors (“Board”), which will consist of 7-11 members. The Board will be comprised of dynamic individuals with a range of expertise, including but not limited to, teaching, school administration, curriculum development, law, finance, nonprofit administration, facility management, and community involvement. The Board will serve to ensure TPA operates efficiently, effectively, and in accordance with best practices and applicable laws.

To ensure continuity on the Board, all members of the Board are required to be residents of the State of Indiana and at least sixty percent (60%) of the members are required to live within the Indiana counties where current TPA students reside.

TPA currently has ten (9) Board members as indicated below. Please see **ATTACHMENT 1** for their respective resumes and **ATTACHMENT 6** for the Board Member Information Sheets.

- Ayana Wilson-Coles (President)
- Adrienne Slash (Vice President)
- Aaron Jefferson (Secretary)
- Amia Foston (Treasurer)
- Jonique Burton
- Tara C. Doss, Esq.
- Arthur Hinton
- Patryce Moore
- Kenneth Taylor

2. Pre-Existing Nonprofit Organization.

Not Applicable. TPA is incorporated as a not-for-profit organization with the State of Indiana; and is currently seeking designation from the Internal Revenue Service as a Section 501(c)(3) organization.

3. Governing Entity’s Responsibilities.

The Board’s main purpose is to ensure the overall success of the school by providing sound academic, financial and operational stewardship; and by ensuring compliance with statutes and regulations. The Board will not be involved in the day-to-day operation of the school but will ensure that TPA’s mission is met by embracing the following principles of Kwanzaa in its governance and oversight:

- **Unity (Umoja)** – Promoted by fostering relationships with parents and the community to provide a “village” of success for the students. The Board will encourage parental involvement and participation through feedback to the school leader and Board.
- **Self-determination (Kujichagulia)** – Promoted by establishing policies and procedures that create a positive environment for staff and students to thrive.
- **Collective work and responsibility (Ujima)** – Promoted by selecting a competent school leader who will in turn hire skilled and experienced staff who will embrace TPA’s mission. The Board will also monitor TPA’s performance and the effectiveness of the educational management organization through reporting at Board meetings.

- **Cooperative Economics (Ujamaa)** – Promoted by fundraising and building partnerships with businesses in the community served to support school functions; as well as, providing financial stewardship and ensuring that TPA remains financially solvent.
- **Creativity (Kuumba)** – Promoted by periodically reviewing how well the culturally relevant curriculum is affecting student performance; and provide feedback to the school leader.
- **Purpose (Nia)** – Promoted by periodically engaging in strategic planning retreats and Board education to measure effectiveness; and to ensure that TPA is cognizant of pertinent changes in its operating environment while remaining on course to meet its long term goals.
- **Faith (Imani)** – Promoted by instilling an overall belief and expectation that TPA and its students can excel. The Board has faith in TPA and its ability to achieve high standards. To that end, the Board will be a resource to and strong supporter of the school leader to ensure success.

4. **Procedures.**

The Board shall hold one Annual Organizational Meeting and at least six (6) regular meetings per year. Special meetings will be held as needed. The meetings will be open to the public and subject to the Indiana Open Door Law, to the extent that such law applies to TPA or its specific actions.

Each meeting shall have an agenda that is approved at the start of the meeting, following the call to order and roll call. The meeting will follow the agenda and the presiding officer will maintain order, flow and focus. Agenda topics may vary by meeting, but will generally consist of the following items:

- I. Call to Order and Roll Call
- II. Public Comment* (limited to agenda items only)
- III. Approval of Agenda
- IV. Consent Calendar
 - A. Approval of Regular Board Meeting Minutes
- V. Correspondence
- VI. Treasurer’s Report
 - A. Cash Forecast Statements
- VII. Old Business
- VIII. New Business
- IX. Reports
 - A. The School Leader
 - B. Business Manager
 - C. Parent Teacher Organization (PTO)
- X. Committee Reports
- XI. Extended Public Comment* (items not on agenda only)
- XII. Comments from the Board (items not relating to II and XI)
- XIII. Reconfirmation of Next Meeting: Date/time
- XIV. Adjournment

The Board may designate an Executive Committee consisting of two (2) or more board members to exercise authority of the Board of Directors in the management of TPA’s affairs during intervals between the meetings. However, the Executive Committee’s actions must be ratified by the Board and their powers are not meant to supersede Board powers.

The only subcommittee at this time is the Finance and Audit Committee. The function of this committee is to ensure sound financial practices and management controls are in place. Per TPA Bylaws, the Board may establish other committees as needed to accomplish goals and mission of the organization.

To date, the Board has met seventeen (17) times.

5. Ethics and Conflicts of Interest.

The Promise Academy Bylaws which includes our Ethics and Conflict of Interest policies are attached. (ATTACHMENT 7)

6. Advisory Bodies.

The Board plans to establish several advisory bodies as needed throughout the start up process and continue those bodies as needed once TPA is established and serving students.

Our first priority is to establish an Advisory Committee comprised of persons knowledgeable about school operations, implementing educational programs, community development, entrepreneurial ventures, and other relevant areas. This body will mentor and assist the Board in accomplishing the goals and mission of TPA. The Advisory Committee may be comprised of past board members, past or present government officials, public and private institution representatives, and community leaders.

7. Grievance Process.

Parents and/or students are encouraged to actively engage in providing feedback to TPA administrators and the Board. In the event of a grievance, a parent and/or student may submit their concern(s), in writing, to the school leader or other administrator. The school leader, or designated administrator, will respond in writing, to the student and/or parent within ten (10) days (excluding Saturdays, Sundays, and legal holidays). If the parent and/or student is not satisfied with the response from the school leader, or designated administrator, he or she may submit their grievance, in writing, to the Board of Directors. The Board will then take immediate steps to investigate the concern(s) and respond to the parent and/or student in a timely manner.

A parent and/or student may also raise a grievance at a regular meeting of the Board of Directors. If this is the case, the individual must sign in with the Secretary prior to the start of the meeting. Complaints and/or concerns specifically regarding board members or school employees shall first be submitted, in writing, to the President at least five (5) days (excluding Saturdays, Sundays, and legal holidays) prior to the board meeting. The Board will not verbally respond to public comments during the meeting but will take immediate steps to investigate the concern(s) and respond in a timely manner.

Parents and/or eligible students will be able to review, inspect, and copy all student and school records as required by law. TPA will provide copies of all student records to parents and/or eligible students at no cost. All other non-student records being requested may be copied at a rate consistent with current market standards.

School Management Contracts

If the applicant does not intend to contract with an Education Service Provider (ESP), mark “Not Applicable” and skip to next section.

If any proposed school intends to contract with an Education Service Provider (ESP) for school management, provide the following information (and provide the requested documentation as **Attachment 8**):

The Promise Academy will contract with Victory Education Partners (Victory) for Finance/Accounting and Human Resources services. Please note that Victory will not serve as a Management Organization.

- a. A brief overview of the ESP’s founding year, mission, leadership team, and current geographic footprint;

Victory was founded in 1999 with the goal of working towards a world in which all children have access to a high quality education. By 2030 Victory’s vision is for every child in the U.S. to have the option to attend a high performing public charter school or traditional public school in his or her own neighborhood. ***Victory’s mission is to help communities create great schools.***

The Victory Education leadership team for Finance/Accounting and Human Resources is comprised of the following individuals:

- **James Stovall, Chief Executive Officer:** James previously served as general counsel and has been with Victory for over 10 years, joining the company shortly after it was founded. James is a graduate of the highly regarded Broad Foundation Residency in Urban Education, a two-year management program for those seeking to help reform urban school districts. He is a board member of the Chicago Schools Performance Group and a former board member of the New York Chapter of the Black Alliance for Educational Options. His commitment to education reform is borne of an appreciation of the value that education has had for him in his own life. He is a magna cum laude graduate of Howard University and a graduate of Howard University School of Law where he was a member of the Law Review.
- **Paul Augello, Chief Financial Officer:** Paul previously served as the Controller and has been with Victory since 2003. Prior to joining Victory, Paul worked for the Interpublic Group of Companies where he spent 5 years starting as the Internal Audit Manager and then as the North America Controller of Initiative Media. Before that, he was the General Audit Supervisor for the New York Times Company where he was an active project team member for all phases of the Company’s three printing plant construction projects and received a Chairman’s Recognition Award for his work on acquisition and special projects. Earlier in his career, Paul was a Senior Accountant with the publishing company Random House and the accounting firm Deloitte & Touche, where he earned his C.P.A. Paul graduated with a B.S. in Accounting from Villanova University.
- **Antonia Christian, Senior Director of Human Resources:** Prior to joining Victory, Antonia was Director of Human Resources for Uncommon Schools. There, she improved employee benefit plans, implemented a new web-based HR system, and strengthened employee relations, policies and procedures at Uncommon’s 16 charter schools in the northeast. Before joining Uncommon Schools, Antonia was a Human Capital Manager at Global Partnership Schools in New York. Before that, she spent over 10 years at another charter management organization in various human resources

capacities. Antonia holds a BA from Hunter College in political science and is a member of the New York Charter Schools HR roundtable.

Victory's current geographic footprint includes all five boroughs of New York City; Newark, NJ; Philadelphia, PA; and Chicago, IL. Please note, however, that Victory only serves as a Management Organization in Chicago. Victory will only provide Finance/Accounting and Human Resources support services for The Promise Academy, not full management services.

- b. A summary explanation of how and why the ESP was selected, and the due diligence conducted (including a list of other ESPs assessed during the due diligence process, if any);

The Promise Academy assessed a number of ESPs, including The Leona Group, American Quality Schools (AQS), and EdPower, prior to selecting Victory to provide Finance/Accounting and Human Resources services. TPA's due diligence process involved research and meetings with the prospective service providers. TPA ultimately selected Victory because Victory was the only service provider that doesn't impose a "one size fits all" model. Instead, TPA identified areas where the school needed support and Victory was able to meet those needs on a service by service basis, allowing TPA's board to create its own academic program. Additionally, TPA determined that Victory's bundled Finance/Accounting and HR Services was more cost-effective than contracting with one firm to support accounting and a separate HR broker.

- c. A term sheet setting forth a proposed duration of the contract that aligns with the ICSB 5-Year charter term; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider (both management fees and all pass-through expenses, such as for curriculum licensing or technology); financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract.

Please see Attachment 8.

- d. A draft of the proposed management contract detailing all of the above terms;

Please see Attachment 8. Because Victory will only be providing Finance/Accounting and Human Resources services, the attached document is a Professional Services Agreement draft, not a management contract.

- e. Explanation of the relationship between the school governing board and the ESP, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations;

Victory will be hired and monitored by The Promise Academy's governing board. Victory is providing human resource services and financial services. TPA will employ a business manager (or accountant) who will be responsible for overseeing payroll operations. TPA intends to employ legal counsel who will oversee HR operations as needed. Lastly, the board has will be responsible for reviewing all pertinent HR and payroll documents and other correspondence to ensure that the ESP is following through with its contracted duties. Any action items related to

this can be added to the agenda at each regular board meeting. The governing board will evaluate performance based on Victory's success at achieving the benchmarks laid out in the service provider contract.

- f. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and

TPA doesn't anticipate any existing or potential conflicts of interest between the school governing board and Victory Education Partners or any affiliated business entities.

- g. Evidence that the service provider is authorized to do business in Indiana.

Please see Attachment 8, Evidence

Network Vision, Growth Plan & Capacity

1. Provide, as **Attachment 9**, the organization's 5-year business plan addressing the plan for network expansion in Indiana (and in other states, if applicable).

Please see Attachment 9, Business Plan

2. If not clearly described in Attachment 9, or if no business plan exists, describe the organization's strategic vision, desired impact, and five-year growth plan for developing new schools in Indiana and other states, if applicable.

N/A

3. If not clearly described in Attachment 9, or if no business plan exists, summarize the organization's capacity to support and ensure the quality and long-term success of the new school(s) proposed.

N/A

4. If not clearly described in Attachment 9, or if no business plan exists, provide evidence of organizational capacity to open and operate schools successfully in accordance with the growth plan.

5.

N/A

6. If not clearly described in Attachment 9, or if no business plan exists, describe the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Indiana.

N/A

Network Management

1. Explain any shared or centralized support services the network organization (including any ESP partner) will provide. Describe the structure, the services to be provided, the cost of those services, how costs will be allocated, and specific service goals. How does the organization know whether it is successfully delivering these services?

STRUCTURE AND SERVICES TO BE PROVIDED

Reporting to the Promise Academy Charter School’s Board of Trustees, Victory will work collaboratively with the school’s leadership and staff to provide high-quality back office support. Victory will provide general bookkeeping and accounting services, as well as fiscal oversight and auditing support – all of which will be tailored to complement the skills and experience with the school’s business management staff. Additionally, Victory will provide competitive benefit rates and packages for TPA’s team, and develop and administer human resources policies and procedures, maintain records, create and maintain personnel accounts, provide listings for open positions, and perform background checks on potential hires.

Please note that Victory will solely provide back office support and will not act as a management organization.

COST OF SERVICES

An estimated cost breakdown for Finance and Accounting services and how these costs will be allocated is as follows:

Accounting and Bookkeeping	\$19,300
Budgeting	\$8,500
Financial Statements & Reporting	\$14,900
Audit & Compliance Support	\$7,000
Training	\$1,000
Real Estate Support	Optional
Total	\$50,700

An estimated cost breakdown for Human Resources services and how these costs will be allocated is as follows:

Number of Employees	Fee per employee per month
1 - 13	\$150
14 - 26	\$143
27 - 39	\$135
40 - 52	\$129
53 – 65	\$122
66 – 78	\$116

SERVICE GOALS AND MEASURING SUCCESS

Victory will determine whether it is successfully delivering services by reviewing outcomes against the service goals outlined in the Professional Services Agreement contract. A clean audit from a third-party auditor testing internal controls will also be used to determine whether Victory is successfully delivering services.

2. Using the table below, define school- and organization-level decision-making authority as it relates to key functions, including curriculum, culture, staffing, corrective actions, etc. Indicate where primary authority for each function resides.

<u>Function</u>	<u>Network/Management Organization Decision Making</u>	<u>School Decision-Making</u>
Performance Goals		TPA Governing Board
Curriculum		TPA Governing Board in collaboration with School Leadership Team
Professional Development		TPA School Leadership Team
Data Management and Interim Student Assessments		TPA School Leadership Team
Grade Level Promotion Criteria		TPA School Leadership Team
Culture		TPA Governing Board in collaboration with School Leadership Team
Budget, Finance and Accounting		TPA Governing Board Approves Budget
Student Recruitment		TPA Governing Board
School Staff Recruitment and Hiring		TPA Governing Board and Leadership Team
HR Services (benefits, payroll, etc)		TPA Governing Board
Development		TPA School Leadership Team
Community Relations		TPA Governing Board and Leadership Team
Information Technology		TPA Governing Board
Facilities Management		TPA Governing Board
Vendor Management/Procurement		TPA Governing Board Approves contracts

3. Provide, as **Attachment 10**, the following organizational charts:

- a. Network as a whole, aligned with the 5-Year Business Plan

Victory’s organizational chart is included as Attachment 10. Please note that Victory will not be serving as in a “network” or management organization capacity; the organizational chart should serve only to demonstrate Victory’s capacity to carry out back office work.

- b. School-level organizational chart for School 1 in Year 1, and also at Full Capacity

Please see Attachment 10, Organizational Charts

The network and school-level organizational charts should clearly delineate the roles and responsibilities of the governing board, staff, and any Education Service Providers that will manage the school(s).

SECTION II: SCHOOL DESIGN

Education Plan

BASIC LEARNING ENVIRONMENT

The students at The Promise Academy (TPA) will participate in classroom-based instruction aligned with Common Core Standards and Indiana Academic Standards.

CLASS SIZE AND STRUCTURE

Each classroom will consist of one classroom teacher per 25 students. No classroom will exceed 25 students. A classroom assistant will be shared among each grade level. This is ideal for teachers to differentiate instruction to meet all students' needs.

OVERVIEW OF CURRICULUM

Literacy Instruction

The Promise Academy will use the Workshop Model to for reading and writing instruction. Teachers will be trained in the Workshop Model initially by participating in Professional Learning Communities (PLC) facilitated by trained staff members, including administrators and instructional coaches, and eventually attending the Teachers College, Columbia University Reading and Writing Project's annual conference at Columbia University. This annual conference will enable teachers to study methods, plan curricula, and learn best practices under the guidance of educational experts. The instructional coaches will create a curriculum map to ensure that teachers are meeting all of the Common Core Standards. Teachers will use this map as a guide when planning teaching points. In addition to the Indiana State Standards, The Promise Academy will purchase the Reading and Writing Workshop Units of Study curriculum resources distributed by the Teachers College Reading and Writing Project to guide literacy instruction.

The Workshop Model is based on Pearson and Gallagher's Gradual Release of Responsibility model. Teachers model a desired strategy during a mini-lesson. The students then go and practice the strategy during independent work time. During this time in reading workshop, students are reading books that are on their independent reading level determined by running records. During writing workshop students are writing independently. Throughout this time the teacher will conduct one-on-one and small group conferences to gauge the strengths and needs of each student in literacy and to plan ahead for their academic needs. Using the Workshop Model provides students with opportunities to read and write independently which is not the norm in traditional public schools. Research shows the more students are able to read and write about topics that interest them, the better readers and writers they will become (Miller & Higgins, 2008). The Promise Academy will be a charter school that implements new and innovative curriculum such as the Workshop Model for its students.

Math Instruction

The Workshop Model will also be used to teach math. TPA will adopt the Everyday Math curriculum as a guide for math instruction. The current edition of Everyday Math is aligned to the Common Core

standards, so all of the standards are fully covered in each year. Everyday Math is a comprehensive Pre-K through 6th grade mathematics curriculum developed by the University of Chicago School Mathematics Project. The curriculum features balanced instruction, real-life problem solving, multiple opportunities for basic skills practice, an emphasis on communication, and opportunities for more connections between home and school. Proper implementation of the Everyday Math curriculum has been shown to improve test scores.

Science Instruction

For Science, teachers at The Promise Academy will use a hands-on, inquiry-based approach by employing the Full Option Science System (FOSS) curriculum. This curriculum was developed with the philosophy that doing science is the best way for students to learn science. A curriculum map will be created for each year aligning the FOSS kits to the Common Core and Indiana State Standards. The kits include lab activities as well as science stories for increased ties to literacy and math instruction. Studies have found that students using the FOSS program not only score better on achievement tests in science, but also in reading comprehension and math applications.

Social Studies

Timelinks by McGraw-Hill will be used as a resource for teaching Social Studies. Timelinks uses a mix of core content, leveled books, activities, and technology that engages students and connects to their real world every day. The Historic Journey will also be used as a resource for teaching social studies as well. The Historic Journey is a cultural relevancy curriculum that will help provide the base for our curriculum map. Using the two pieces together will help ensure that we have all we need to help our students meet the standards in a way that is meaningful to them.

TECHNOLOGY

TPA staff members will incorporate technology throughout the curriculum. Students will have access to Promethean Interactive Boards that will provide teachers with a way to present instruction in an engaging way. Computers will be provided for student use in each classroom, in addition to laptop carts that will serve the needs of several classrooms. Teachers will also have access to certain websites that will enhance the curriculum. Websites include Brainpop, which provides short, engaging instructional videos for students, and Reading A-Z which provides teachers with leveled books, assessments, and other instructional resources. In addition, TPA will explore purchasing a school wide account for Achieve 3000. This web-based program provides differentiated non-fiction reading for students. The program can assess students reading levels, as well as point out areas of deficits that will assist teachers in addressing the needs of their students. Teachers will also be issued iPads, which will be used as a tool to enhance instruction, as well as help teachers keep track of student data.

HIGHLY QUALIFIED TEACHERS

The Promise Academy recognizes the correlation between Highly Qualified Teachers and student achievement. To comply with No Child Left Behind (NCLB) Law, TPA will hire highly qualified teachers who have met the NCLB Highly Qualified Teacher Standards in the following core content areas:

Elementary Education
English/Language Arts
Social Studies
ESL
Physical Education

Secondary Education
Science
Mathematics
Special Education
Art

While working at TPA, teachers will receive ongoing professional development. Upon being hired, teachers will participate in a staff retreat, which will help ensure that they have the understanding necessary to create our intended school culture. In addition, teachers will receive professional development throughout the year, which will be provided by both leadership and invited guests. These meetings will take place during weekly professional learning communities (PLC) and monthly staff meetings. Furthermore, teachers will attend an annual Reading and Writing Workshop training at Columbia University.

2. Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population.

TPA will implement the following instructional strategies to support our education plan:

Ongoing Assessment/ Data Driven Instruction

TPA will administer baseline assessments at the beginning of each unit of study to determine each student's educational needs. Throughout units, teachers will use information gathered from a variety of formative assessments to differentiate instruction. At the conclusion of each unit of study, students will be given the baseline assessment a second time, to determine whether or not the students have made any growth. Teachers will be in charge of keeping track of their student's data and making the necessary decisions to help their students improve. During PLC's or professional learning communities, teachers will work collaboratively to analyze student data and make instructional decisions based on that data that will positively impact student learning.

In addition, the school leader, instructional coach, and intervention coach will also keep track of data and will help teachers make instructionally sound decisions. Along with TPA created assessments, teachers will use data collected from Acuity testing as a way to identify the needs of their students. Furthermore, teachers will use authentic assessments such as writing prompts, running records, and student conferencing as a way to assess students. The information obtained from all data will drive instruction and will be key to the success of our students. We anticipate serving a varied student population, and using data to plan and differentiate instruction will help ensure that everyone's needs are met.

Differentiated Instruction

As stated previously, teachers at TPA will use the Workshop Model as a method for teaching English/Language Arts and Mathematics. This approach to teaching allows teachers to use the data collected to instruct students based on their academic needs. Instruction can take place in the form of individualized conferencing and small group instruction (guided reading and strategy grouping). Our extended day allows for teachers to further differentiate learning during Target Time. During this time

teachers, administrators, and assistants will work with students in small groups. All students will be placed into groups designed to help meet their individual needs. The organization of the groups will be determined by data collected.

Extended School Day and Year:

The Promise Academy will have an extended school day and school year. Because of this, annually, a TPA student will receive more than 250 more hours of qualified instruction than their district counterparts. We recognize and understand that the students we intend to service may need more instruction than provided by traditional schools.

Looping:

TPA understands the importance of forming meaningful relationships, especially in early developmental periods. Because of this, TPA teachers will loop with students during primary years (K-3), intermediate (3-6), and middle school years (7-8). Looping provides a “family style teaching” where students are able to build relationships with their teachers. At the beginning of each year teachers lose time discovering the needs of all their students. Looping cuts down on this precious time, because teachers will have students they have instructed in previous years. Our targeted population will be students who depend on schools to help them become successful citizens. Long lasting relationships are key when working with students. Research has shown that looping improves the relationships between teachers and students as well as their families (Hitz et al, 2007).

Culturally Relevant Instruction

Research shows that students are much more engaged in learning when the ideas being taught reflect the student’s background. TPA understands that teachers must provide a curriculum that is engaging to students and that they can access. TPA teachers will intentionally infuse our students’ cultures across the curriculum. This will be done through the use of multicultural and critical literacy books. The leaders of TPA will make sure every classroom library has a variety of multi-cultural books and critical literacy books. Teachers will use these books during read-alouds and as anchor texts during instruction. In addition, teachers will be required to incorporate relevant material in every unit of study created. Teachers will collaborate with school leaders and other teachers to ensure that this occurs. Moreover, the leaders of TPA will strive to form a relationship with the community and incorporate community leaders and projects into the curriculum as much as possible. In addition, leaders and teachers of TPA will strive to help students develop cultural competence while making sure they understand the wider culture. The leaders of TPA realize the how imperative it is that student learn about and embrace their own heritage, and at the same time, learn and embrace the culture of the wider community.

Understanding by Design

TPA will use the Understanding by Design (UbD) Framework for constructing units of study. The Association for Supervision and Curriculum Development (ASCD) states that UbD is a “framework for designing curriculum units, performance assessments, and instruction that lead...students to deep understanding” (ASCD, 2006). This educational framework’s goal is to achieve deeper and more lasting understandings. Teachers will employ the use of backward design (thinking purposefully about the units of study they are creating by starting with the end result in mind), generate essential questions to be

addressed, and facilitate the learning of their students. This purposeful planning will allow teachers to infuse relevant material and create a more meaningful understanding of the material for students. Teachers will focus on larger concepts, principles, or processes as they apply the concepts they teach to new situations that look beyond the subject matter.

College Prep

Students who attend TPA will be encouraged from the very beginning to attend college. To ensure that this occurs, each classroom will be named after a college or university. In addition, the school will collaborate with local colleges to form mentoring programs and college visits. TPA leadership has already formed a partnership with Center for Leadership Development. This non-profit organization provides college prep programs for students beginning in 4th grade. Teachers will use language in the classroom that will inspire students to attend college continually. Furthermore, students will be taught and required to think critically about their local and national communities. These conversations will help to prepare them for the kinds of dialogue they will encounter when attending higher education.

3. Identify any key educational features that would differ from your current education model. Explain why you would implement these features, any new resources they would require, and how these features would improve student achievement.

This does not apply to our organization, as we don't have a current education model.

4. As Attachment 11, provide a core curriculum scope and sequence.

Please see Attachment 11, Course Scope and Sequence

Pupil Performance Standards

State the proposed school model's pupil performance standards, consistent with Indiana's Academic Standards and the Common Core. In particular:

1. Provide, in Attachment 12, the school's exit standards for graduating students for each division of the school as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do. NOTE: Limit attachment to fifteen (15) pages.

Please see Attachment 12, Pupil Performance Standards

2. Explain the school's policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?

Students will be promoted to the next grade if they possess the knowledge and skills appropriate to their grade levels as demonstrated on multiple measurements by their academic performance and ISTEP. In order to be promoted, students must achieve the following benchmarks:

1. Academic Performance
 - a. Final report card grade in reading "C" or better for the academic year. A report card grade of 'C' shall, at minimum, reflect satisfactory unit test scores in reading.

- b. Final report card grade in mathematics "C" or better for the academic year. A report card grade of "C" shall, at a minimum, reflect satisfactory unit test scores in mathematics and.
2. ISTEP
 - a. Passing score on the ISTEP test. A non-passing score on the mathematics or reading portion of the ISTEP will result in a special review of all of the student's work and grades to determine next steps for that student.
3. Those students who meet all applicable Academic Performance criteria noted above shall automatically be promoted to the next grade level.
4. Those students who fail to meet all applicable Academic Performance criteria noted above shall be promoted to the next grade only after a review of work completed during daily intervention time. This also requires pre and post assessment data to be used as a measure for successful completion of the current grade level. Intersession during breaks will also be offered pending funding.
5. The performance of all students shall be automatically reviewed through a systematic process.
6. TPA shall maintain a process that is applied consistently throughout the school for determining whether any student should be promoted. Immediately after the school receives the report card grades, the appropriate TPA administration shall run grade distribution reports for their standards based report cards. This report will identify all students not meeting standards in the school.

Parent Notification

Students who have met the required benchmark and classroom assessments throughout the year will be promoted to the next grade. It is TPA's goal to ensure parents are always fully aware of their student's progress. Parent-Student-Teacher conferences will be held three times a year. Fall and spring conferences will be mandatory for all parents and teachers. Retention Watch letters will be sent to parents of students that are in danger of retention at the end of each quarter. Additional conferences will also be held for those students who are not making adequate progress throughout the school year. Parents will be made aware of interventions and strategies that are being put in place for their child at that time. Final decisions of promotion and/or retention will be made at the spring conferences.

During the last week of school following the automatic review process, parent(s)/guardians will receive a promotion determination notice identifying whether their child satisfies all the requirements for promotion. Parents/Guardians shall have five calendar days following the receipt of the promotion notice to submit in writing to the school leader or his/her designee a request to review their children's academic performance or attendance records. As part of the appeal the parent/guardian may provide any additional information regarding their child that would justify waiving the requirements set forth in this policy and promoting the students to the next grade.

School Calendar and Schedule

1. Provide, in Attachment 13, the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes.

Please see Attachment 13, School Calendar and Schedule

The Promise Academy recognizes that expanding instructional time is an effective way to boost learning. Therefore, TPA will use a Balanced Calendar and has added 10 additional school days to the standard 180-day calendar. Extending the school year allows more time for remediation during the school year,

when the concepts are taught, as opposed to remediation during the summer. Families who struggle to find childcare or pay childcare expenses will benefit from an extended school year, as will children who are in sub-par childcare during summer vacation. The school calendar will begin in early August and end in June.

The Instructional Day will run from 8:00am until 3:30pm. From 3:30pm until 4:15pm TPA students will be engaged in Visual/Fine Arts Enrichment three days a week (pending funding). The students are then dismissed at 4:15pm. Wednesday and Friday of each week students will be dismissed at 3:30. This time of the day is contingent upon grants received for funding.

TPA teachers are required to report to school from 7:40am until 3:45pm each day except Wednesdays. Staff members at The Promise Academy will participate in weekly Professional Learning Communities each Wednesday from 3:30pm-5:00pm.

Students will be engaged in an uninterrupted Literacy Block 120 minutes each day. The students will participate in Word Study, Reading Workshop and Writing Workshop during this time. TPA students will also be engaged in a 90-minute Math Block each day, as well as 30 minute Social Studies and Science Blocks. Each day, students will participate in 30 minutes of Target Time. During this time, each student will be grouped according to results from Math and Language Arts Benchmarks. All staff members will be assigned a group at this time. Some students will receive remedial intervention, while other students participate in enrichment activities.

TPA students will participate in 30 minutes of Related Arts each day. Each student will participate in Physical Education, Art or Spanish. TPA recognizes that Visual/Fine Arts Enrichment is an important piece to the daily routine. This type of enrichment promotes creativity, high self-esteem, and discipline. Students are afforded the opportunity to demonstrate their skills outside of the academic setting. "Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences," says Eric Cooper, president and founder of the National Urban Alliance for Effective Education.

School Culture

1. Describe the culture of the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.

The Promise Academy will have a positive culture that values each student's background. Students and teachers will feel a pride in their personal heritage as well as in the collective culture. High expectations and standards will be set for behavior as well as academics. The school will offer a safe place for students to express themselves and explore new ideas. Families and community members will feel welcomed and valued as members of our learning community.

TPA's Core Value System will be based on Kwanzaa Principles:

- Umoja (Unity): To strive for and to maintain unity in the family, community, nation, and race.
- Kujichagulia (Self-Determination): To define ourselves, name ourselves, create for ourselves, and speak for ourselves.

- Ujima (Collective Work and Responsibility): To build and maintain our community together and make our brothers' and sisters' problems our problems, and to solve them together.
- Ujamaa (Cooperative Economics): To build and maintain our own stores, shops, and other businesses and to profit from them together.
- Nia (Purpose): To make our collective vocation the building and developing of our community in order to restore our people to their traditional greatness.
- Kuumba (Creativity): To do always as much as we can, in the way we can, in order to leave our community more beautiful and beneficial than we inherited it.
- Imani (Faith): To believe with all our hearts in God, our people, our parents, our teachers, our leaders, and the righteousness and victory of our struggle.

These values will promote community and self-esteem.

2. Explain how you will implement this culture for students, teachers, administrators, and parents starting from the first day of school.

In order to create and maintain a successful school culture, teachers, students, and the community must all be involved. Teachers will be trained in using Responsive Classroom, an academic and social curriculum that will be used as our Positive Behavior Support (PBS) as well as in the seven principles of Kwanzaa. An orientation will be held for students, parents, and community partners before the start of the school year to start building relationships and establishing expectations.

In order to maintain our ties with the community, we will hold quarterly Family Nights as well as offer workshops for parents. They will purposely be arranged to serve the academic and social needs for students and the roles that families play in the success of their children.

3. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.

Typical Day of a Third Grade Student

The student enters the cafeteria, gets breakfast, and sits down at a table with her friends. While she is eating, the principal stops by the table to say good morning and asks about the field trip they will be taking later in the week. After breakfast, she heads to class. Her class starts the day with Morning Meeting. During sharing, she talks about her feelings about her new baby brother. She feels more ready to start the day after sharing with her classmates.

Next, she moves over to the classroom library for the lesson. She is excited to get to work because they are working on biographies now, and she is really interested in what she has been learning about Madam CJ Walker. She listens as the teacher talks about comparing their point-of-view to the author's point-of-view, and she begins to think about the different biographies and articles she has been reading. Then she heads off to a comfortable corner of the room to work on her independent work. She met in a small group with the teacher yesterday, so today she just gets to focus on her project. Next they move on to writing. The class is working on opinion pieces. The student requests a conference with the teacher because she feels like she is struggling with creating a compelling opening. She meets with the teacher and they are able to brainstorm some helpful ideas together. She heads back to work feeling more confident about how her writing is going. Next the class heads to art. They are working on a painting project with the shapes that they are learning about in math.

When they return to class it is time for science lab, which is her favorite subject. They are working on a unit on sound. For the lab, they use the laptops to measure the frequency of different sound waves and graph them. When lab ends, they move into groups to continue work on their Social Studies projects. They are working on ideas for ways to involve the community more in the school. She and her group have brainstormed some good ideas and are beginning to debate how to carry them out when it is time to leave for lunch. She heads to lunch, looking forward to discussing her day with her friends. After recess, it is time for math. They are continuing to learn about shapes. They break into small groups and do stations, including one where they get to play a new math game.

After math, everyone cleans up and heads to closing circle. After saying goodbye to her teacher and classmates, she heads to another teacher for Target Time. In this small group, they are working on fractions, which she has had a really hard time with. It is finally starting to make sense to her. Target Time passes quickly and she gets to head to the arts program.

4. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

The teacher walks through the cafeteria and greets the students as they eat breakfast. Shortly thereafter, she/he is at her/his door to greet students as they come in from breakfast. She/he sits down in a circle with her/his students for morning meeting and leads them through the Greeting, Sharing, Activity, and the Morning Message. She/he wraps up morning meeting and moves her/his students to the classroom library area for the mini lesson to launch reading workshop/writing workshop. During reading workshop, she/he confers with individual students in conferences as they work. After reading, she/he helps the students' transition into writing. After a mini-lesson, she/he pulls kids in small groups to help them target specific areas of their writing. When her/his students leave for art, she/he meets with her/his grade level partner and the leadership team to reflect on lessons from the past week as well as plan for the days ahead. When her/his students return, she/he is full of new ideas. For the science lesson, she/he leads her/his class through a lab activity on plants. In social studies students are working in groups to create posters about their community. She/he checks in frequently with all of the groups. When her/his class goes to lunch, a few students stay behind to have lunch in the class with her/him and discuss a book they have read. After lunch she/he takes the kids to recess. The afternoon starts with a hands-on math project on fractions. While students are working on their projects or in stations, she/he pulls a small group of students to work with those who are struggling. Class ends with a closing circle, and everyone shares the best part of their day. She/he helps students gather their belongings and sends them off to target time. Her/his small target time group comes in and they work on new comprehension skills. When target time ends she/he helps to get the kids to their arts enrichment classes. She/he gets many hugs and smiles as the kids say goodbye.

Supplemental Programming

1. Will you offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded?

Due to our extended school year, summer school will not be offered.

2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

Performing Arts Enrichment classes will be held after school, beginning in the spring of the first year of opening. Classes will be held 3 days a week for 45 minutes each. Students will have a choice of which classes they would like to take. Examples of classes that will be offered include dance, drama, art and music. These enrichment classes will be funded by grants and fundraising. In order to allow us adequate time to procure the necessary funds, this program will not begin until the second semester of our first year of operation.

3. Describe the school's programs or strategies to address student mental, emotional, and social development and health.

We will form a partnership with a health services provider, who will provide social work services, in order to ensure that our students' emotional and mental health needs are met. Students and families who are referred by staff or request help will be provided with services. We will also use Responsive Classroom techniques to help our students in their mental, emotional, and social development. Additionally, students will be taught the Kwanzaa values to maximize their success. These values will be taught and discussed daily.

4. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

The Promise Academy will also have “target time” during the school day. Target time is 30 minutes daily of Enrichment/Intervention for every child. Every staff member will be working with a small group of students based on their needs.

Special Populations and At-Risk Students

1. Summarize the school's overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise

The Promise Academy understands that students come with a wealth of experiences and abilities and will enroll any student, regardless of need or ability. TPA firmly believes that all students can learn and will provide an atmosphere in which every child can be successful. Students with special needs will be identified in a timely manner to ensure they are receiving the interventions needed. TPA will use an inclusion model, as much as possible, for teaching students with special needs.

TPA will hire highly qualified teachers with appropriate certifications. Additionally, classroom teachers will be rigorously trained to differentiate their instruction. TPA will employ an intervention specialist that will work with students who are in need of additional help.

2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies and supports you will provide for students with mild, moderate, and severe disabilities, including:

The Promise Academy will employ Highly Qualified Special Education certified staff to ensure our special student populations receive services required by the federal Individuals with Disabilities Education Act (IDEA). Teachers will have mild, moderate, and severe certifications.

During the registration process, the parent will be able to notify the school of any special services their child has received if applicable. TPA will also contact the student's previous school for records and educational plans. If the student has an IEP or a 504 plan, the Promise Academy's IEP team will meet to hold a case conference to determine a plan to meet the individual needs of the student. The IEP Team will consist of the school leader and special education teachers. The team will meet weekly to monitor the student's progress and needs. During the meetings, the team will discuss modifications, accommodations and recommendations for identified students. Each student's progress will be kept in the Indiana IEP system. The school leader will also appoint a Compliance Monitor within the IEP team. This person will collaborate with the school leader to ensure TPA is in compliance with each student's IEP requirements. The Promise Academy's IEP team will also receive ongoing professional development to ensure they have current information and strategies for meeting students' needs.

The Promise Academy will follow each individual student's IEP, Section 504 plan, and LEP. TPA will use the Workshop Model in the areas of Reading, Writing and Math. This model allows the general education teacher to differentiate instruction in the classroom, which will be beneficial to students with special needs. The students will receive a combination of inclusion and individualized instruction, based on the IEP. In the student handbook, The Promise Academy will include a non-discriminatory notice. The non-discriminatory notice will also be visible in the school building. The Promise Academy intends to provide all services that are required by a student's IEP. However, TPA will contract with outside agencies will provide services such as speech, physical therapy, and occupational therapy if needed.

3. Explain how the school will meet the needs of English Language Learner (ELL) students, including:

The Promise Academy's registration form will include questions about the student's primary language. The Academy will also contact the student's previous school to obtain additional information as needed. If the student's primary language is not English, they will be referred to the English Language Learner (ELL) teacher to receive testing for English Language Proficiency. While TPA will implement an inclusion model, each ELL will receive individualized instruction as needed, this may include both push-in and pull out services. The Promise Academy will employ Highly Qualified ELL teachers to ensure our students have the highest quality interventions possible for their success depending on the number of students requiring services. If there are a limited amount of students requiring ELL services, TPA will contract services accordingly.

In addition to differentiating instruction, TPA intends to incorporate the Sheltered Instruction Observation Protocol (SIOP) model into its curriculum to meet the needs of ELL students. The SIOP model is a research-based and validated instructional model that has proven effective in addressing the academic

needs of English Language Learners throughout the United States. Using this model give teachers the ability to design and deliver lessons that address the academic and linguistic needs of ELLs.

Students will be monitored using the LAS Links assessment in the fall and spring. This assessment will determine whether or not students are progressing and if the students no longer need services. Parents can also request that their students no longer receive services.

We will keep a very highly qualified ELL teacher on staff to meet the needs of our ELL students. As we continue to grow, we will hire additional ELL teachers as needed to ensure that our students needs are being met.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports you will provide for these students.

The Promise Academy will use the Response to Intervention (RTI) Process to identify students that are not meeting grade level expectations and implement necessary interventions. Students will be referred to RTI based on data from classroom formative assessments. The RTI team will consist of an administrator, intervention coaches, the instructional coach, and a classroom teacher. The RTI Team will meet with the student's teacher to develop intervention strategies based on the student's Tier Group. The RTI Team will meet a minimum of once a month to analyze data and discuss and document each student's progress. The RTI Team will create criteria to determine if a student is making progress. In the event the student is not making sufficient progress with the interventions put in place, the team will put more intensive interventions in place for the student. The RTI Team will use the data obtained from the interventions put in place to determine whether the student should be referred for Special Education services. The RTI Team will attend professional development opportunities to ensure that students receive the most current and effective interventions. In addition, the RTI Team will train the general education staff on the RTI Process.

TPA will employ one intervention coach that will work closely with teachers to provide support to students who are not meeting grade level expectations. The intervention coaches will work with students in small groups and individually. Additionally, TPA will include time each day, Target Time, to add additional interventions and enrichment.

5. Explain how the school will identify and meet the needs of intellectually gifted students, including:

The Promise Academy will employ teachers and school leaders that have Gifted/Talented Certification. The staff will receive ongoing professional development in this area as well. The Promise Academy will administer The Cognitive Abilities Test (CogAT) as well as Scales for Identifying Gifted Students (SIGS) as tools for identifying High Ability Students. The students will be identified by standardized testing results as well as teacher referral. After students are identified, they will be placed in High Ability Cluster groups. The students' needs will be met daily through differentiated instruction from the classroom teacher. Students will receive accelerated instruction as well as enrichment.

As soon as a charter is granted, strong community marketing, strategic paid advertising effort and a comprehensive public relations campaign will be launched to ensure prolific communication and equal access to the greater community.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school.

Grass-roots communications and marketing will be primary, used for both awareness and enrollment campaigns. A team of volunteers, including the development team, board of directors, school leader and parents will be identified and work to inform the community. Community groups in the area will also be identified to partner in this effort. Representatives will visit daycares, church organizations, residential communities, community clubs, libraries and local community events, building relationships and requesting to post or distribute promotional materials about the school. In conjunction with this initiative, paid advertising will be used to reinforce and complement the branding and messaging of the grassroots campaign.

A formal public relations plan will be developed and launched to capitalize on the announcement of the new school. Public relations initiatives may include press conferences; prearranged interviews; community informational meetings; press releases announcing the new school, school leader and enrollment period; open house events, kindergarten roundup; local speaking engagements; briefings with education reporters and editorial boards; and distribution of information to the local chamber of commerce, social service organizations and child-care facilities, among others.

In the event that the school utilizes “Intent to Enroll” forms as part of its marketing materials, these forms shall serve only to collect directory information to populate a contact database facilitating future communications. It will be clearly communicated that such forms do not guarantee admittance to the school but rather express a family’s interest in the school.

TPA will be a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments. The school does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin. Current students will be given the opportunity to re-enroll in late winter, with preference given to them and their siblings. In the spring, the school holds an advertised open enrollment period, during which any Indiana resident may apply. In the event that any grade is over-subscribed, a public lottery is held to determine enrollment and a waiting list.

2. Provide, as Attachment 14, the school’s Enrollment Policy.

See Attachment 14, TPA Enrollment Policy

Student Discipline

1. Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores.

The top priority of The Promise Academy is to provide a positive school climate. We plan to use Responsive Classroom Model as a resource for our discipline plan. Behaving appropriately is an essential aspect of learning. Without a disciplined atmosphere the teacher cannot teach effectively and the learner cannot learn. All behavior has consequences. It is the assurance that these consequences will occur that guides us in choosing appropriate behaviors. In having this Discipline Plan we are attempting to provide a safe environment in which students can learn, feel valued and develop responsibility for their own behaviors and academic progress. The Promise Academy’s Discipline Plan is divided into three components that will work together for the common goal of student success. The components are Classroom, School Wide and Principal Implementation. The Discipline Plan will be available to all parents and students. The plan will be in the Parent/Student Handbook, on the school website and Facebook page.

Parents & Community

1. What other school options exist in the targeted location for your proposed school(s)

	School 42	School 44	School 63	School 90	Padua Academy
School Type	Public	Public	Public	Public	Charter
Enrollment:	97	87	69	43	24
K					
1	88	71	68	54	24
2	66	56	40	45	21
3	73	64	73	40	22
4	71	55	50	39	19
5	65	51	53	48	19
6	65	47	40	35	14
IDOE letter grade	F	F	D	A	A

2. What will be unique or compelling about the proposed school(s)? How have you determined that the proposed school(s) will have sufficient demand from student and families to meet enrollment projections?

TPA’s commitment to being a culturally relevant school that ties itself closely to the community makes it both unique and compelling. TPA will offer minority students in the area a rigorous environment and a college prep curriculum that will be more meaningful to them and their families. The organizers of TPA have been in contact with many members of organizations in the community. The founding group of TPA visited local community organizations, churches and day cares to speak to parents and community members. Many of the people who attended the meetings completed a needs assessment to give the founding group more insight into their needs. The results show parents feel having a school that provides a rigorous curriculum while embracing their child (ren)’s, culture would be beneficial.

We have listened to the community's needs and have used this information to enhance our planning. Community members that we have spoken to are very excited about our vision. After hearing about our goals, many parents have shown a great deal of interest in the school. The organizers will plan enrollment fairs, attend community meetings, and partner with local day care center and other community organizations to raise awareness about the school. Our partners in the community will also advertise our school to families.

3. Describe how you will engage parents in the life of the school, starting from the time that the school is approved. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents.

Prior to opening, parents will be strongly encouraged to attend at least two informational meetings. These meetings will be led by the Principal and TPA staff who will share their vision for a high-performing school. Parents will be informed of the expectations for students, school leadership, teachers and staff. They will also learn what the expectations are for parents: parents should come to all parent teacher conferences and maintain active contact with the school. Parents will also be advised on strategies they can use that will help their children be successful at school.

TPA will continuously keep parents informed about all events at the school via telephone and flyers that children bring home. TPA will also use technology to communicate with parents, such as the school's website, Facebook, Twitter, weekly electronic newsletters. Parents will also attend Parent-Student-Teacher Conferences semi-annually, quarterly Parent Information Workshops, quarterly Family Fun Night, and Open Houses. TPA will work with their partners in the community to provide additional resources, such as counseling and classes, for families.

Teachers will have to keep communication logs to track their interactions with parents to ensure that they are keeping in contact with families.

4. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student learning opportunities.

The Promise Academy has established partnerships with the following organizations:

Flanner House

The Organizers of TPA met with Wendy Cooper, Economic Development Manager of Flanner House Community Center. Flanner House has been a staple in the community for more than eight decades. It provides many services to the members of the community. Flanner House has offered to assist with tutoring services and use of library meeting rooms and materials when the school opens.

Center for Leadership Development (CLD)

Dennis Bland, President of The Center for Leadership Development (CLD), has agreed to partner with The Promise Academy. CLD is a community organization that provides resources for minority students in Indianapolis to be successful. Services promote education, self-esteem, financial literacy, goal setting, and

leadership TPA plans to collaborate with CLD to eventually host workshops in the school for all students.

The Historic Journey

To enhance our curriculum, TPA will partner with Gary Holland, the creator of The Historic Journey. The Historic Journey will be used as a resource for incorporating culture into the curriculum. Mr. Holland will provide invaluable professional development for teachers on a quarterly basis.

Indiana Partnership for Young Writers

The Indiana Partnership for Young Writers (IPYW) will provide professional development for our teachers in the area of Reading and Writing Workshop. Teachers will be able to attend conferences offered locally. In addition, TPA will use the IPYW’s writing continuum to help assess student’s writing and to better prepare instruction.

Community Support

Parents and community members completed a needs assessment to give TPA’s organizers a better understanding of the communities’ needs. One hundred percent of the families that completed the survey felt it was important for their children to be taught curriculum that embraces their culture. Additionally, those that completed the survey also felt it was important for schools to provide additional resources to the parents of their students. Parents would like to see the school provide workshops educating them on how to support their students, referrals to outside agencies for services and counseling. TPA used this information as a guide for development and planning. The Promise Academy will use this information to guide future planning.

Performance Management

- 1. Each school authorized by the ICSB will be evaluated according to a consistent set of indicators and measures as described in the ICSB Accountability System, which is posted on the ICSB website. Apart from these indicators and measures, what other goals will students at the school be expected to achieve?**

Below are the initial benchmarks TPA has set for the first year. Our academic goals will increase each year and will be reflected on our school improvement plan.

*Indiana Partnership for Young Writers (IPYW)

**Fountas & Pinnell Reading Levels

Kindergarten

Subject	Assessment	Fall Goal (September)	Winter Goal (December)	Spring Goal March	End of the Year
Reading Comprehension	Running Records	Emergent Story Books Shared Reading	Level A/B**	Level C	Level D
Writing	IPYW* Writing Continuum	Level A	Level B	Level B	Level C
Math	Custom made	70% passing	75% passing	80%	85%

	Benchmark Assessments			passing	passing
Language Arts	Custom made Benchmark Assessments	70% passing	75% passing	80% passing	85% passing

1st Grade

Subject	Assessment	Fall Goal (September)	Winter Goal (December)	Spring Goal March	End of the Year
Reading Comprehension	Running Records	Level D	Level H	Level I	Level J
Writing	IPYW* Writing Continuum	Level C	Level D	Level D	Level E
Math	Custom made Benchmark Assessments	70% passing	75% passing	80% passing	85% passing
Language Arts	Custom made Benchmark Assessments	70% passing	75% passing	80% passing	85% passing

2nd Grade

Subject	Assessment	Fall Goal (September)	Winter Goal (December)	Spring Goal March	End of the Year
Reading Comprehension	Running Records	Level J	Level K	Level L	Level M
Writing	IPYW* Writing Continuum	Level E	Level E	Level F	Level F
Math	Acuity	Baseline Data	75% passing	85% passing	Acuity is not administered at the end of the year
Language Arts	Acuity	Baseline Data	75% passing	85% passing	Acuity is not administered at the end of the year
Math	Custom made Benchmark Assessments	70% passing	75% passing	85% passing	95% passing
Language Arts	Custom made Benchmark Assessments	70% passing	75% passing	85% passing	95% passing

3rd Grade

Subject	Assessment	Fall Goal	Winter Goal	Spring	End of
----------------	-------------------	------------------	--------------------	---------------	---------------

		(September)	(December)	Goal March	the Year
Reading Comprehension	Running Records	Level M	Level N	Level O	Level P
Writing	IPYW* Writing Continuum	Level F	Level G	Level G	Level H
Math	Acuity	Baseline Data	75% passing	85% passing	95% passing ISTEP+
Language Arts	Acuity	Baseline Data	75% passing	85% passing	95% passing ISTEP+
Reading Comprehension	I-READ	I-READ Preparation	I-READ Preparation		95% passing
Math	Custom made Benchmark Assessments	70% passing	75% passing	85% passing	95% passing
Language Arts	Custom made Benchmark Assessments	70% passing	75% passing	85% passing	95% passing

2. In addition to mandatory state assessment and testing requirements (ISTEP+, IREAD-3, IMAST, ISTAR, and ECA, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, TABE).

TPA will use a variety of quality assessments to track student data. Running records will be used to assess a student’s independent reading level, and the Indiana Partnership for Young Writers writing continuum will be used as an as assessment for writing. Additionally, custom-made benchmark assessments will be created to assess specific skills in math and language arts for each grade level and will be administered at the start of the school year and after the completion of every unit. This will help teachers plan appropriate instruction, measure growth, and plan re-teaching and/or interventions. Each assessment will be administered at the beginning of the year and at least once each quarter during the year (running records will be administered more often for students who are significantly behind in reading), and at the end of the year. This will allow teachers and school leaders to keep track of student growth throughout the year and adjust interventions as needed.

3. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Administrators, the Instruction Coach, and teaching staff will share responsibility for data collection, analysis, and data based instruction. Teachers will be responsible for administering assessments to students. The majority of the data will be sent to a database that will then organize it for instruction purposes. Teachers will input any data from the assessments that cannot be automatically sent such as running record scores and writing scores. The Principal, Assistant Principal and Intervention Coach will have access to the database in order to analyze and disaggregate. During weekly Professional Learning Communities/grade level meetings the Principal, Assistant Principal, Intervention Coach and teachers will

discuss the data. Teachers will use the data to guide lesson-planning, instruction, develop Target Time groups (intervention and enrichment) plans for students. Necessary modifications to the curriculum plan will be made, as needed, to ensure the success of all students.

TPA will have a school improvement team that meets at least monthly to ensure that the school engages in the school improvement cycle of gathering data, studying and interpreting that data, creating a plan, and ensuring the implementation and evaluation of all strategies set forth by the collective committee. The administration along with the Instructional Coach will be an integral part of this team.

4. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.

TPA will collect and analyze data by using Power School. This electronic student information system will contain all manner of data such as demographic, attendance, and grades (grade books). TPA will collect and analyze data by creating a Microsoft Access™ database, based upon data input via Microsoft Excel™. This electronic student information database will contain all achievement data gathered from benchmark assessments. The Instructional Coach, along with the Office Manager, will have overall responsibility for the database. The database will be created to allow for flexibility in student performance analysis such that teachers and school leaders can evaluate individual student performance, student performance in comparison to the class, as well as classroom-to-classroom performance to ensure that each class progresses as expected. The database will also be a way to formatively assess using the Common Core State Standards and any other teacher created assessments, allowing for re-teaching and the modification of instruction in real time. Teachers will be trained on entering data, as well as generating reports for student assessment, while the Instructional Coach and Office Manager will be responsible for generating classroom-to-classroom assessments and overall student assessments to standards. The database and data will be backed up using an external hard drive, which will back up automatically on a weekly basis.

5. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

The Promise Academy will have a school improvement team that meets at least monthly to monitor the cycle of gathering data, studying and interpreting that data, creating a plan, and ensuring the implementation and evaluation of all strategies set forth by the collective committee. The administration along with the Intervention Coach will be an integral part of this team. The Instructional Coach will also lead and coordinate professional development to improve student achievement. This individual will be intimately involved, not only with the school improvement team, but in aggregating data from classroom observations and walkthroughs, attending grade level meetings, reviewing lesson plans and providing feedback to teachers and ultimately making professional development decisions based on this data. This person will also conduct staff professional development surveys and use this data as a means to address professional development needs as well.

School leadership and teachers will receive training and support in analyzing, interpreting, and using performance data to improve student learning. All TPA staff from all content areas will learn how to properly implement research-based instructional strategies. In addition, TPA staff will regularly

participate in teacher planning meetings and observing classroom instruction to assess the effectiveness of the strategies and provide feedback for improvement. Professional development will help teachers examine content standards, develop common assessments to gauge student learning, analyze results to determine student success, and refine instruction to scaffold or enrich student understanding. Using interim assessments, TPA teacher teams will analyze data such as student work samples and brainstorm adjustments to instruction to meet both the enrichment needs of high-achieving students and the intervention needs of struggling students.

6. Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by the ICSB and the Indiana Department of Education. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Corrective actions would be triggered for the school:

- a) by the school's failure to meet the goals established in its charter contract with its authorizing agency.
- b) by the school earned a rating of "D -- Academic Watch" or "F -- Academic Probation."
- c) if less than 70% of the school's student population meets growth targets in core subject areas, regardless of where they began.

Corrective actions would include:

A school review by an external team. The review would include an audit of the curriculum availability and instruction and assessment practices in the building. The core instructional program would be thoroughly reviewed and the instructional staff would receive significant feedback.

Performance data, including trend data and subgroup breakouts, would be reviewed. Past instructional activity would be related to performance data to ascertain what worked and what did not. Data would be examined by teachers to determine whether or not individual teachers were failing in their delivery.

If the school received an "F -- Academic Probation rating," the Board would look at replacing the school leader. The leader may or may not be replaced in other circumstances depending upon review findings. An improvement plan, including possible changes in expectations, delivery methodologies, and staffing would be developed from the information in the reviews by a committee that consisted of school leadership, instructional staff, and management team. This plan would be detailed and have specific, measurable, attainable, and time bound action steps. These steps would be connected to specific persons and have stated timelines.

The improvement plan would be checked periodically (quarterly reviews) to ensure progress and to possibly allocate funding in the direction of that which is need of improvement. A formal re-adoption or amendment to the improvement plan would be made at least annually.

SECTION III: IMPLEMENTATION PLAN

Human Capital

Network-wide Staffing

Complete the following table indicating your projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serves the network 50% or more. Please adjust school types, and staff functions and titles as needed to reflect your network's organizational plans.

The table below reflects the proposed staffing model for The Promise Academy Charter School. Please note that while Victory Education Partners will be contracted to provide back office services, Victory

does will operate as a Management Organization. Therefore, all Management Organization sections have been marked “N/A”.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools	1	1	1	1	1
Number of middle schools	N/A	N/A	N/A	N/A	1
Number of high schools	N/A	N/A	N/A	N/A	N/A
Total schools	1	1	1	1	1
Student enrollment	225	300	375	450	525
Management Organization Positions – N/A					
Elementary School Staff					
Principals	1	1	1	1	1
Assistant Principals	1	1	1	1	2
Add'l School Leadership Position 1 Instructional Coach	1	1	1	1	1
Classroom Teachers (Core Subjects)	9	12	15	18	23
Classroom Teachers (Specials)	2.5	2.5	2.5	2.5	2.5
School Custodians	1.5	1.5	1.5	1.5	1.5
Special Education Teacher	1	2	2	3	3
ELL Teacher	0.5	0.5	1.5	2	2
Teacher Aides and Assistants	2	3	4	5	5
School Operations Support Staff		2	2	2	2
Total FTEs at elementary schools	22	26.5	32	37	42

School Leadership & Staff Hiring, Management and Evaluation

1. If the organization is applying for more than one charter, explain your process and timeline for developing or identifying leaders across each of your Indiana schools. How does this process align with the 5-Year Growth projections described in the business plan? Who will lead this process? How much will it cost?

N/A – The Promise Academy is applying for one charter at this time.

2. Describe your strategy and timeline for recruiting and hiring teachers across the network. Explain key selection criteria and any special considerations relevant to your school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers.

Attracting, retaining, supporting, and developing high-performing teachers is essential to providing quality instruction and ensuring student achievement. To recruit and hire excellent teachers, TPA will conduct a rigorous interview process that will include submission of a resume and multiple interviews. When reviewing applicant resumes, TPA will look for educators who have the experience and skills needed to implement the chosen curriculum. Specifically, TPA leadership will look for applicants who have experience using the workshop model and Understanding by Design (UbD). In addition, the leadership team will look for applicants who have worked successfully in urban settings and who have a history of positive relationships with families.

The applicants with the most promising resumes will be invited to an initial interview with the leadership team (Principal, Assistant Principal and Instructional Coach). During this interview, applicants will be asked to elaborate on their experiences with workshop model, UbD and other curriculum development approaches. Additionally applicants will be asked to explain their views on culturally relevant teaching, and on Kwanzaa principles related to instruction in the classroom. Applicants will be provided scenarios regarding classroom management and asked to describe how they would handle situations with difficult students. Because collaboration is essential to successful instruction, applicants will be asked to explain their views on collaboration along with instances where they have collaborated with past colleagues. If the leadership team believes that the candidate possesses the desired knowledge, skills, and experience, they will be invited to the final interview with the school leadership team and select board members. At this time, interviewers will learn more about the applicant personally to ensure that the applicant will fit into the culture of the school.

The Promise Academy will work diligently to recruit highly effective teachers. Consequently, the leadership team will attend teacher recruitment fairs offered by local organizations including the Teacher of Color Recruitment Fair hosted by the Marion County Coordinators of Integrated Education. It is important to the TPA mission that our staff is diverse and includes educators from different backgrounds. In addition, advertisements for potential applicants will be posted to online websites such as idealist.org, the Department of Education, and publiccharters.org. Advertisements will also be placed in local newspapers, as well as social media. Additionally TPA plans to build relationships with local universities such as IUPUI, Butler University, and Marion University. These partnerships will allow us TPA leaders to speak with pre-service teachers about possible positions.

3. Describe the staffing plan (e.g., leadership, instructional, and support roles; reporting relationships; and accountability for student outcomes) your network will use to ensure that every student at each school has access to excellent teaching? Will the staffing model incorporate technologies, new roles for teachers and other staff, or innovative instructional techniques toward that end? If yes, how?

Excellent teaching is the key component for successful schools. TPA will put into place a staffing model that will ensure that every student has access to excellent teaching. Teachers will participate in ongoing high quality professional development and receive training on best practice when

incorporating technology into the classroom. Along with exceptional teaching, TPA will possess a strong leadership team. Teachers will receive guidance and leadership from both the Principal and Assistant Principal. Both will be on the ground supporting curriculum and instruction/data analysis/PD/RTI. Additionally, there is a staff member in place (the Instructional Coach) whose time is solely focused on developing teachers and ensuring that great teaching takes place. This person will guarantee that teachers are never floundering and are always growing and improving their craft.

As stated previously, all teachers will have access to and be trained in the use of Promethean Boards, classroom computers, laptop carts. This will ensure that teachers can engage and motivate students using stimulating technology and track student progress in real-time. This technology will allow teachers to consistently improve student learning and outcomes by allowing them to rapidly analyze data, organize intervention groups and share resources. Furthermore, curriculum professional development will occur on an ongoing basis. Teachers will be trained and hone their skills in UbD, data-driven instruction, the workshop approach, and other strategies used to enhance the education of our students. Teachers who grow professionally will have opportunities for growth. Lead teachers will be assigned to each grade level. Teachers in this position will demonstrate the master ability in the classroom and a willingness to grow professionally. Strong leadership, progressive teaching, and ongoing professional development will ensure a productive learning environment for all of our scholars. Below is an outline of how all these positions will work together:

The Principal of TPA will be in charge of the day-to-day operations of the school and will report directly to the board. Her duties include but are not limited to the following:

- Teacher evaluations
- Curriculum and Instruction Development
- Discipline
- Leader of Data Analysis
- Professional Development

The Assistant Principal will report to the Principal and will be responsible for the following areas:

- Assist with Data Analysis
- Discipline
- RTI Process
- Parental and Community Involvement
- Assist with Professional Development

The Instructional Coach also reports to the Principal, and is responsible for the following areas:

- Support with Professional Development
- Support with Curriculum and Instruction Development
- Support with RTI Process
- Support with Data Analysis
- Intervention Organization

Lead Teachers report to the Principal, and is responsible for the following duties:

- Mentoring
- Daily Instruction
- Data Analysis
- Parental Involvement
- Interventions
- Curriculum and Instruction Development

General education teachers report to the Principal. Their duties will include the following:

- Daily Instruction
- Data Analysis
- Parental Involvement
- Interventions
- Curriculum and Instruction Development

Special Education teachers report to the Principal. Their responsibilities include the following:

- IEP planning
- Data Analysis
- Parental Involvement
- Assisting teachers with planning and implementing interventions
- Ensuring that IEP requirements are met

Support staff, such as instructional assistants, will report to both the Principal and Assistant Principal. Their duties include the following:

- Small Group Intervention
- Classroom Support

4. Explain how – and how frequently – the school/network will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?

The Promise Academy will use the RISE Evaluation system to evaluate staff members. The Principal will serve as the primary evaluator for teachers, the Assistant Principals and other staff members. Each staff member will receive a minimum of two 15-minute observations and one 40-minute observation per semester. The key elements that will drive the evaluation system will be student data, instruction, student growth performance and professionalism.

TPA's governing board will use the RISE model to perform evaluations for the school Principal. The Principal will receive a minimum of two observations each semester. The key elements that will drive the RISE model are Professional Practice – Assessment of leadership outcomes, Student Learning – Contribution to student academic progress, which includes the school's A-F rating and Student Learning Objectives. All employees will receive a Mid-Year evaluation in December. The

employees will also receive a final evaluation in May of each school year. Renewal of employment will be discussed at that time.

5. Explain how the school/network would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school/network identify and address development needs or concerns?

TPA will make every effort to provide staff with the necessary support and resources to be successful in their specialized area. Each staff member will receive professional development and regular feedback from the school leadership team.

A staff member, including the Principal, will be put on an Intervention Plan if they receive “Needs Improvement” or “Ineffective” rating in one or more competencies on the RISE Evaluation. The Principal and staff member will discuss Goals, Action Steps, Benchmarks and Timelines necessary to show improvement. During this time the staff member will be given additional support as needed (professional development, paired with a mentor etc.). In the case of the Principal the Board will be in charge of organizing and implementing the improvement plan. If the staff member does not meet the goals they will be dismissed. Should the Principal or Board identify a problem with performance or behavior at any time during the school year, the concern will be addressed with the employee without waiting for the scheduled formal performance evaluation. Concerns that are unresolved or not corrected may be forwarded to the governing board for the final decision. TPA will also seek guidance from our HR and benefits provider, Victory Education Partners, to make sure the process is followed correctly. Careful review will be given to termination recommendations, to ensure consistency and fairness across the organization, and to ensure the school’s litigation exposures are minimized

6. Provide an overview of the organization’s compensation system (including benefits) and how this aligns with the performance evaluation process. For legislative requirements regarding employee benefits, see for example the following: IC § 20-24-6-7.

TPA will offer a highly competitive package of total compensation and professional opportunities, which will attract and retain excellent teachers. The performance management and evaluation systems will also work to ensure that ineffective teachers do not remain in the system and perpetuate student failure. Strategies to promote employee retention include:

- Competitive base pay and annual bonus opportunities – We are extremely committed to rewarding excellent teachers. Therefore, in addition to a competitive base pay, TPA is open to creating annual bonus opportunities once we are out of the start-up phase.
- Highly competitive health and employee benefits, including: medical, dental, vision, FSA, transit, 401(k)
- Staff surveys to gauge employee satisfaction and address areas of concern
- High quality professional development
- Frequent feedback and coaching to enhance professional skills
- An atmosphere of teamwork and teacher participation in decision-making

Exit interviews with departing staff to identify opportunities to improve the school climate, and analysis of staffing trends with support from the management company, as appropriate.

Professional Development

Describe the professional development that will be offered to school leadership and teaching staff. This description should explain how professional development for the faculty will support the education program and build capacity to improve student achievement, and should include the following:

1. Describe how school leaders will be supported and developed throughout the year.

Professional development at TPA will be systematic and ongoing to provide “Best Practices” in instruction to improve overall student achievement. Administrators on the governing and advisory board will be readily available to mentor and advise TPA’s Leadership Team. The Leadership team will also use teacher/staff feedback on an ongoing basis to help determine areas of growth.

The Leadership Team will attend professional development such as:

The Teacher’s College Reading and Writing Project: Research and staff development organization housed at Columbia University. Attendees will learn teaching methods and tools for teaching reading and writing, performance assessments and learning progressions to accelerate progress, and for literacy-rich content-area instructions.

Response to Intervention (RTI) Training: The Leadership Team will gain an understanding of assessments and specific resources geared toward targeted and intensive progress monitoring.

Graduate Level Courses: TPA’s leadership team will be encouraged to pursue professional development opportunities through local colleges and universities.

Membership To Professional Organizations: TPA plans to join professional organizations such as, The Indiana Public Charter School Association. This organizations provides networking opportunities as well as professional development for staff and board members.

Data will be used to identify the specific needs of the TPA’ Leadership Team. This will include not only student data, but data collected from teachers/staff that will help evaluate the Principal on an ongoing basis. Additionally, any gaps of knowledge found in the leadership team will be addressed, and professional development will be provided in that area. Furthermore, the Leadership Team will visit other high performing schools before the start of the school year to observe a veteran principal.

2. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

The primary goals for the professional development are to prepare the teachers to effectively implement the provided curriculum as well as other aspects of best practices and the core values related to TPA. Teachers hired at TPA will be required to attend a two week long professional development session prior to the school opening. These two week sessions will also allow teachers come together as a community to further develop the culture of the school.

The sessions will be divided accordingly:

Curriculum and Instruction: During these sessions, the leadership team will train teachers intensively on the core curriculum being used at TPA. These include the Lucy Calkins Workshop model for reader's and writer's workshop, Math Workshop using Everyday Math resources, Culturally Relevant Teaching, and instruction in the Kwanzaa principles. Teachers will also get the chance to plan extensively with their grade level teams using the scope and sequence to guide their instruction. The primary goals for the professional development are to prepare the teachers to effectively implement the provided curriculum as well as other aspects of best practices and the core values related to TPA.

Data Driven Instruction and Professional Learning Communities: Through professional learning communities, teachers at TPA will have structured time during their day to work together to plan instruction and make decisions through analyzing data. Teachers will learn about the 8-step data driven process which will help them to make data driven decisions. What teachers will learn during orientation will ensure that all they are well-versed in how data should be used to drive instruction each and every day. The teachers will be walked through the eight steps of the process, then have numerous times to practice using sample data to ensure that even the most inexperienced teachers are prepared to effectively implement this practice on day one.

Community of Learners: Teachers at TPA are expected to build community in their classrooms for the successful learning of all students. They will be given tools for classroom management and best practices in the classroom. TPA is using the responsive classroom as our school wide discipline plan. Teachers will be well prepared to use this approach in their classrooms to improve social skills, decrease problem behaviors, and maximize instruction.

Responsive Classroom: The approach, used in elementary schools throughout the United States, teaches the social curriculum side-by-side with the academic curriculum, building safe, engaged learning communities in which students can do their best learning and teachers their best teaching. Teachers will receive ongoing professional development throughout the year.

3. Include the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, weekly schedule, and staffing plan will be structured to accommodate this plan. Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.

The Promise Academy has four built-in full day professional development sessions during the school year. In addition to this, every Wednesday students will be dismissed at 3:30pm. Teachers will participate in 1.5 hours of professional development (**see Attachment 13**). This schedule will allow teachers to meet throughout the year to discuss and collaborate about real time data. This will also allow teachers to view interim data at key points in the year, so that adjustments to instruction can be made. Coupling this with the weekly grade level meetings will ensure that all teachers have the appropriate amount time to become well acclimated to the unique aspects of the school, including the culturally relevant portion of educational program.

The leadership team will be responsible for conducting the professional development sessions. Because TPA is using data-driven instruction to guide the curriculum, the professional development will be directly aligned with benchmark assessments. Teacher input through quarterly surveys and informal meetings with the school leader will also help to guide the leadership team in planning the appropriate sessions to address the needs of the staff. The sessions will build on what teachers

learned/honed during orientation. There will be a structure in place, but sessions will also be driven by data (both student data and Principal/Instructional Coach observation). If student math performance is poor, teachers will receive additional training on implementing the Everyday Math curriculum and on using data to drive instruction. If Principal observations show that teachers are having trouble controlling their classrooms, additional PD will be provided around classroom management and possibly the Kwaanza principles.

4. Explain how the professional development program will be evaluated – at both the school and network levels – to assess its effectiveness and success.

Professional development program assessment will be ongoing throughout the year. After each professional development course, effectiveness will be analyzed based on data from several relevant areas including teacher surveys, principal surveys, principal observations, and notable changes in student performance.

Start-Up & Operations

- **Start-Up Plan.**

Please see Attachment 17, Start-Up Plan

- **Start-Up Staffing and Costs.**

Please see Attachment 19, Start-Up Staffing and Costs

- **Transportation.**

TPA anticipates providing transportation to students and expects to receive transportation services commensurate with Indiana statute. Consequently, TPA plans to contract with a local transportation service. We aspire for students to get to and from school in manners of similar proportion to traditional public school counterparts. The principal will solicit input and feedback from parents on transportation in order to design and implement a system responsive to the needs of students and families.

In the event that a student enrolled in the school is homeless or has special needs, they shall be ensured services comparable to those services offered to other students in the school including transportation services; educational services for which the child or youth meets the eligibility criteria, such as services provided under title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency; programs for gifted and talented students and school nutrition programs.

- **Safety and Security.**

TPA will create a safe, welcoming, and respectful school climate and positive peer culture for faculty, staff and students. The school will utilize a proactive approach to safety and emergency management.

Teachers will be well equipped with a Crisis Management Plan that details standard responses to a variety of emergency situations. In addition, the academy will be in compliance with state requirements for safety drills. The Crisis Management plan will include:

- Lockdown Procedures
- Communication Signals
- Severe Weather Procedure
- Evacuation Map
- Emergency Contact Numbers
- Staff “Buddy” List
- School Map

Students and staff will be provided with training on how to respond to a natural disaster. This information will be re-presented on at least an annual basis so that it is very familiar to everyone in the school community.

Fire drills and safety training will also be part of the school curriculum. By practicing how to exit the building quickly and calmly, if a real emergency were to transpire, students and staff will know exactly how to respond without scrambling to find the closest exit.

The facility will have a digital security system to monitor activity on the school campus. All outside doors will be secured from outside entry. All visitors will report to the main entrance, where office staff will assist them. Visitors will be required to show picture ID upon entering the building.

- **Insurance Coverage.**

See Attachment 18, Insurance Coverage

Facility Plan

1. **If you are in the process of identifying a facility, describe with as much detail as possible your plan for identifying a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.**

TPA is in the process of finding a location suitable for our needs. Board Members have met with Jeff Bennett of IFF to discuss possible lending and real estate consulting. The Board Members were advised on areas in the Greater Indianapolis Area that are in need of quality schools. Mr. Bennett also advised the board members about building and capacity requirements in Indiana. The requirement is 150 square feet per student. The initial building will need to be between 23,000-25,000 square feet with room to build out. At capacity, the school will need to be approximately 65,000-70,000 square feet. TPA board member and Spectrum Construction, Inc. CEO, Kenneth Taylor (see board information sheet and resume), is inquiring about possible locations targeting the Haughville area He has completed walkthroughs of a few locations and is continuing the search to find a location suitable for our needs. Mr. Taylor has 18 years of real estate and construction experiences. This valuable experience, along with the help of IFF, will ensure that TPA is able to find a facility conducive to learning.

2. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and applicable school district.

N/A

3. If the organization is applying for more than one charter, describe your plan for identifying and financing a sufficient quantity of facilities to align with the organization's 5-Year Business Plan.

N/A

Budget & Finance

1. Describe the systems and processes by which the organization will manage accounting, purchasing, payroll, and audits?

Victory's Finance/Accounting team will manage these processes. All activities will be overseen by the Board of Directors. Victory will conduct monthly calls with school-based staff, including the Principal and the Business Manager. All budget revisions must be discussed with the school-based team. Victory will also hold regular conference calls with the Board's Finance Committee.

There will be controls in place at the school. TPA will have a procedures manual that encompasses all of the Accounting and Finance functions. Victory will provide a template for this manual, but will build the manual around what the school needs. The auditors will receive a copy of the procedures manual and will test that the procedures are effective.

2. Provide, as Attachment 19, a detailed 5-Year Pro-Forma Budget for the organization at the network level AND for each school described in the application.

See Attachment 19, TPA Budget

3. Provide, as Attachment 20, a detailed budget narrative that provides a high-level summary of the budget and how the budget aligns with the 5-Year business plan.

See Attachment 20, TPA Budget Narrative

SECTION V: PORTFOLIO REVIEW & PERFORMANCE RECORD

1. As Attachment 21, provide a summary of every school in the organization's portfolio (including every charter school managed by the proposed ESP partner, if applicable) in an Excel workbook.

See Attachment 21. Please note that the only region in which Victory serves as an academic service provider/Management Organization is Chicago, IL. Therefore, Victory has included data for each of its Chicago schools.

2. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's academic performance.

As stated above, the only region in which Victory serves as academic service provider/Management Organization is Chicago, IL, where Victory partners with the Chicago International Charter Schools (CICS) to manage four campuses. A consistently high-performing school that Victory operates in Chicago is CICS Irving Park. Like The Promise Academy, CICS Irving Park serves a predominantly low-income, minority population.

- Be specific about the results on which you base your judgment that the school is high-performing. Include student achievement status, growth, absolute and comparative academic results, as available.

Victory bases the judgment that the school is high-performing on both absolute and comparative student achievement. In 2012, 88.6% of students in Grades 3-8 passed the Reading ISAT (Illinois Standard Achievement Test) and 91.9% passed the Math ISAT. Furthermore, the school outperformed both the district (18.2% in Reading and 12.6% in Math) and the State (9.6% in Reading and 6.3% in Math).

- Discuss the primary causes to which you attribute the school's distinctive performance.

Victory attributes the success of this school to:

- i. Outstanding Leadership: CICS Irving Park's Founding Principal led the school for six years, while creating a leadership pipeline by training her Assistant Principal to eventually take over. When the Principal retired, the leadership transition was seamless. Strong, consistent leadership has been a key component in this school's success.
 - ii. High-Quality Professional Development for Teachers: CICS Irving Park provides regular and targeted professional development for teachers. This ensures that all teachers are skilled at using interim assessments to drive instruction, classroom management technique, curriculum design and instructional techniques.
 - iii. Use of Data to Drive Instruction: At CICS Irving Park, data drives the conversation. Teachers and instructional leadership use data to identify gaps in student learning, then re-teach to ensure that those gaps in knowledge are filled. Using this model, student at CICS Irving Park are able to meet the school's high academic expectations.
- Discuss any notable challenges that the school has overcome in achieving its results.

When asked why they haven't achieved their results, many urban schools blame a "difficult population." While CICS Irving Park educates a historically underserved and at-risk population, this challenge has never stopped the school from achieving its results. A change of leadership can also be a challenge for any school. As described above, CICS Irving Park's meaningful leadership pipeline enabled the school to overcome this challenge. Finally, because Chicago Public Schools (CPS) is able to pay its teachers significantly higher salaries, CICS Irving Park has encountered the high teacher turnover rates that plague many charters. However, the school's rigorous professional development program has enabled us to overcome this challenge and continue to educate students at an exceptionally high level.

- Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice, structure or strategy was identified and how it was implemented elsewhere in the network.

Victory identified the components that led to CICS Irving Park's success and made sure that those practices were consistent across all four Chicago schools. Victory first and foremost looked at the qualities of CICS Irving Park's Principal and used those qualities as benchmarks for hiring school leaders at the other schools. A rigorous professional development program was implemented at all four of Victory's Chicago schools. Finally, Victory has honed the way the other three schools use data to drive instruction. We've been implementing CICS Irving Park's best practices at the other three schools in the last year, and have already seen significant improvement.

3. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance.

Of the four schools Victory operates in Chicago, our lowest performing school is CICS Basil. While the school has shown incremental improvement under Victory's management, we believe we can do better and recently put an improvement plan into place.

- Be specific about the results on which you base your judgment that performance is unsatisfactory. Include student status, growth, absolute and comparative academic results, as available.

Victory bases the judgment that the performance is unsatisfactory on both absolute and comparative student achievement. In 2012, 66.5% of students in Grades 3-8 passed the Reading ISAT (Illinois Standard Achievement Test) and 76.9% passed the Math ISAT. The school slightly underperformed both the district (3.9% in Reading and 2.3% in Math) and the State (12.5% in Reading and 8.6% in Math).

- Describe the primary causes to which you attribute the school's problems.

In 2012, CICS Basil developed an improvement plan, outlining the primary causes that attributed to the school's problems. These included:

- i. Ineffective data driven instruction: Over the years, the school made attempts to use data driven practices but there was not consistent and effective follow-through, partly due to lack of professional development.
- ii. Insufficient professional development: In past years, there was no consistent professional development program for teachers. Furthermore, little was done to assess teacher expertise prior to December 2011.
- iii. Inconsistent literacy curriculum: Teachers used Fountas & Pinnell and SF Reading Street piecemeal.
- iv. Weak school culture: There was an inadequate school wide system for student discipline, and the school's Code of Conduct was not enforced. Scholars were not

held the high expectations associated with a “no excuses” high-performing charter school.

- Explain the specific strategies that you are employing to improve performance.

The first thing Victory did to improve performance at CICS Basil was bring in a new Principal with a long track record of success. We then implemented the following corrective action to improve performance:

- i. Implemented a rigorous data driven instruction model: CICS Basil implemented the assessment model detailed in Paul Bambrick-Santoyo’s Driven by Data which was piloted by Uncommon Schools and is now used in more than 1,000 urban schools. One of the founding principles of this model is that interim assessments are critical school-wide management tools that focus instruction on the specific standards and skills that students most need to learn. CICS Basil developed a scope and sequence for ELA and Math based on the Common Core standards and then used interim assessments, such as the TerraNova and the STEP Literacy Assessment, to drive instruction. Interim assessments are now administered and analyzed at least every 8 weeks and will often be administered every 4-6 weeks.
 - ii. Increased professional development: CICS had all current teachers reapply for their positions and put an intensive hiring process into place to ensure that the school has a dedicated and capable cohort of teachers. CICS Basil developed PD workshops in-house based on the needs identified through interim assessments. CICS Basil now offers three weeks of professional development prior to the start of the school year, two hours of professional development every week and at least two full days professional development during the academic year.
 - iii. Developed a consistent and rigorous literacy curriculum: To address the inconsistent and ineffective literacy instruction, CICS Basil implemented a rigorous literacy curriculum that is aligned with Common Core standards. The development of curriculum is integrally connected to the interim assessments and end of year standards.
 - iv. Fosters a supportive yet rigorous school culture: CICS Basil developed a set of clear expectations for both staff and scholars. We now ensure that all teachers and staff understand the school’s Code of Conduct and implement the discipline policy fairly and consistently. Scholars are expected to act respectfully toward everyone in school community, to attend school daily and punctually and to contribute in positive ways. Scholars accept and understand the consequences for poor behavior. CICS Basil staff work with parents and other family members to support the school’s Code of Conduct.
- How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?

Because these changes were implemented in the 2011-2012 school year, Victory anticipates significant academic improvement on the 2012-2012 ISAT tests. The expectation is that CICS Basil will outperform the district on the ISAT this year.

4. For all schools operating in the State of Indiana, provide the following as Attachment 22.

N/A – Victory Education Partners does not operate any schools in the State of Indiana.

5. For the organization as a whole and any related business entities, provide the following as Attachment 23.

Victory has included its last three years of audited financial statements and management letters. Please note that Victory will not be serving as a Management Organization. Recent internal financial statements are also attached.

6. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for “material breach.”

Over its 14-year history, every single school that Victory has worked with has chosen to extend its agreement with us. Victory provides robust start-up services and helps schools build capacity in their early years, with the goal that the schools we work with will ultimately run independently. Our expectation is that schools are self-sufficient by Year 5. In some cases, schools choose to keep Victory on board to provide ongoing Finance, HR, School Operations and/or IT services, but our contracts are not meant to be lifetime agreements.

7. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization and explain.

Victory has worked with one school whose charter was not renewed. When Victory began working with New Covenant Charter School, the school had an abysmal academic track record and was on probation with the state for failing to submit its audit reports on time for three years in a row. New Covenant’s board hired Victory to provide back office support, including Finance, HR, School Operations and IT. With Victory’s help, the school completed an on-time audit and was taken off probation. While Victory maintained the highest standard of operational excellence and clean finances, we were not able to exercise any control over the school’s academics. While New Covenant made some gains, New York State chose to close the school because it had not exceeded the 75% Math and ELA proficiency targets it had included in its charter. While Victory was disappointed that the school closed, we recognized that this decision was not related to the services we were contracted to provide.

8. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and how such deficiencies or violations were resolved.

N/A – There have not been any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years.

9. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates.

Victory has worked with more than two-dozen charter schools any have never been sued by any client.

The Promise Academy Board President

Ayana Wilson
3450 Garden Grove Dr.
Indianapolis, IN 46214
317-361-2574

Education

Indiana University School of Education at Indianapolis Indianapolis, IN
Degree: Education Doctorate, Language Education, 2010-2015

- G.P.A. 3.9

Indiana University School of Education at Indianapolis Indianapolis, IN
License: Building Level Administrator, 2012-2013

Indiana University School of Education at IUPUI Indianapolis, IN
Degree: Masters of Science, Language Education, 2008-2010

- G.P.A. 3.8

Indiana University School of Education at IUPUI Indianapolis, IN
Degree: Bachelors of Science, Elementary Education, May 2006

- Major: Elementary Education
- Licensure: Indiana Teaching License K-6
- G.P.A.: 3.2

Teaching Experience

4th Grade Teacher, Sunnyside Elementary August 2012/Currently

Responsibilities

- Plan and implement daily lesson plans for a
- Assess students through authentic assessments
- Develop and implement Reading, Writing, and Math Workshop
- Collaborate with other teachers on a daily basis
- Created projects guided by student interest in order to teach social studies and science

4/5 Teacher, The Project School, Indianapolis, IN July 2008/July 2012

Responsibilities

- Plan and implement daily lesson plans for a multi-age classroom
- Assess students through authentic assessments
- Develop and implement Reading, Writing, and Math Workshop
- Collaborate with other teachers on a daily basis
- Tutor for students who struggle in math, reading, and writing
- Mentor for newly hired teachers

- Created projects guided by student interest in order to teach social studies and science

2nd Grade, Lowell Elementary School, Indianapolis, IN July 2006/June 2008

Responsibilities:

- Plan and implement daily lesson plans
- Assess students daily through authentic and standardized assessments
- Organize Reading and Writing Workshops
- Tutor for struggling readers
- Remediation teacher during intersession

Related Experience

Facilitator of Mentoring Programs

Aug. 2011/July 2012

Responsibilities:

- Created an implemented Project 202 mentoring program for boys of The Project School, and Project Beautiful Inside and Out mentoring program for girls of TPS
- Prepared and facilitated mentoring lessons
- Organized fundraising events

Activities/Participation

- Indiana Partnership for Young Writers Leadership Group
- Responsive Classroom Training
- Reading Workshop training at Columbia University
- 2011 Commencement Speaker at the IU School of Education at IUPUI

References

Carol Matern, Professor
Indiana University School of Education at
IUPUI

Phone: 765-778-2042

mmatern@iupui.edu

Anne Ociepka, Professor
Indiana University School of Education at
IUPUI

Phone: 317-274-6818

aociepka@iupui.edu

Courtney Flessner, Instructional Coach
M.S.D. Pike Township

Phone: 317-363-5534

cflessner@pike.k12.in.us

Adrienne L. Slash

1250 Fox Hill Drive Indianapolis, IN 46228 • 317-507-7902 (Mobile) • AdrienneLSlash@aol.com

High energy, results driven, born leader with extensive volunteer management experience and passion for community

Work Experience

Girls Inc. of Greater Indianapolis

Indianapolis, IN

October 2010-Present

Program Support Coordinator, West Indianapolis and Hendricks County

- Plan and coordinate outreach programs with 20-30 partners
- Develop and implement strategies for managing 30 volunteer facilitators quarterly
- Plan and design program curriculum
- Solicit, build and maintain superior relationships with new and existing partners

United Way of Central Indiana

Indianapolis, IN

January 2009-October 2010

Associate, Tocqueville Society

- Plan and coordinate all major donor events
- Provide project management of Tocqueville Society touch point programs
- Relationship management of more than 300 donors who give \$10,000 and above annually
- Research and identify prospective and current donors
- Create and prepare direct mail and other marketing materials

April- December 2008

ReadUP Volunteer Manager

- Developed, implemented and executed a recruitment plan with a goal of 1,000 volunteers for the ReadUP tutoring program
- Presented persuasive recruitment speeches 2-4 times weekly to audiences ranging from 10-200 individuals for 10-30 minutes
- Convened volunteer recruitment meetings with key stakeholders Planned 15-20 training sessions for new tutors
- Updated, as needed, volunteer application materials
- Developed and maintained strong relationships with constituents internally and externally
- Maintained ReadUP website

January -April 2008

Project Manager, Success By 6

- Oversaw and organize the day-to-day operations of Imagination Library
- Managed the transition of Imagination Library to the Early Readers Club home library program
- Re-enrolled 19,000 participants and recruited new participants
- Carried out the communications, marketing plan
- Established protocols and procedures as the new program for efficient program implementation
- Communicated with community partners regarding the new program
- Coordinated volunteers to assist in launching the new program

November 2007-January 2008

Donor Coordinator, United Christmas Service, United Way of Central Indiana

- Successfully matched 840 donor groups with 1,383 families in need in two (2) months
- Coordinated all activity within the Donor Program
- Managed the requests of donor groups with the needs of applicant families
- Oversaw and supervised staff of three (3)
- Managed a large amount of incoming email, snail mail and telephone requests
- Served as a problem solver and liaison for donors and caseworkers

Adrienne L. Slash

First Baptist Church North, Indianapolis

Indianapolis, IN

June-August 2007

Assistant Director, Summer Enrichment Program,
Coordinated and planned events/outings
Developed educational and cultural programs
Supervised children some accounting and other special projects as assigned

Indiana Republican State Committee

Indianapolis, IN

January-June 2007

Executive Assistant and Volunteer Coordinator,
Planned and coordinated large scale meetings and events
Used discretion and professionalism in correspondence for highly confidential customer relations
Recruited Volunteers and managed them in a goal/deadline driven setting
Executed various special projects as assigned

September-December 2006

Intern, Campaign to Re-Elect Carl Brizzi, Marion County Prosecutor
Volunteer Recruitment, 900+ Volunteers (September-November)
Cold call telemarketing
Collected, Entered and managed data
Executed various special projects as assigned

Hampton University

Hampton, VA

March- November 2005

Personal/Production Assistant, Department of Media Production
Planned large scale events (including large concerts)
Coordinated pre and post production of live and recorded media
Supervised subordinates, prepared and prioritized of daily task lists

Education

Hampton University, Hampton ,VA College of Liberal Arts and Sciences
Bachelor of Arts, Political Science
North Central High School, Indianapolis, IN

Community Involvement

Junior League of Indianapolis
Kids in the Kitchen Co-Chair 2010-2011
United Way of Central Indiana, Diversity Volunteer Recognition Breakfast Committee
Logistics Chair 2009, 2010
Co-Chair 2011, 2012
First Baptist Church North Indianapolis, homeless feeding program
Alpha Kappa Alpha Sorority, Inc., Member
The Orchard School; Orchard Alumni Heritage Association- Board Member

Amia K. Foston

(317) 413-6783

akfoston@yahoo.com

PERSONAL SUMMARY

Experienced professional with diverse background in senior-level higher education administration and non-profit management. Managed the daily operations of a liberal arts university with a multi-million dollar operating budget. Proven strengths in strategic planning, systems thinking, data analysis, problem-solving, interpersonal communication, consensus-building, and management.

EDUCATION

- 2014 **Doctor of Philosophy** – Sociology
(Expected) Indiana University, Bloomington
- 2010 Qualifying Exam: Organizational Sociology & Sociology of (Higher) Education
Committee: Fabio Rojas (chair), Pamela B. Walters, William Corsaro
- 2009 Minors: Strategic Management and Organizational Theory
Higher Education Administration
- 2009 **Master of Arts** – Sociology
Indiana University, Bloomington
Thesis: “Degrees of Separation”: The Effects of Social Capital on Intergenerational Educational Mobility.
Committee: Brian Powell (chair), Pam B. Walters
- 2000 **Master of Urban Planning** – Community Development
New York University
- 1996 **Master of Business Administration** – Finance
Howard University
- 1994 **Bachelor of Science** – Electrical Engineering (*cum laude*)
Howard University

ADMINISTRATIVE & RESEARCH EXPERIENCE

- 2010 – Present **Economic Research Assistant**

Indiana Business Research Center – Bloomington, IN

To date, I have used data from Indiana's Workforce Intelligence System (IWIS) to statistically:

- Analyze the impact of educational pursuit and attainment on the economic returns of over 25,000 non-traditional students from Indiana's public colleges and universities.
- Examine the work and wage outcomes of over 95,000 of Indiana's public postsecondary graduates.
- Assess the effect of academic majors on over 175,000 graduates' unemployment dynamics during the most recent economic downturn.

2006 – 2010

Research Assistant, Indiana University

Principal Investigator – Fabio Rojas.

Primary Duties: Identified and analyzed sequence data empirically using Stata and graphically using UCINET.

2007 – 2009

Graduate Program Advisor

IU Hudson-Holland Scholars Program – Bloomington, IN

- Developed the Professional Development Council to formalize mutually beneficial relationships with program partners.
- Helped increase the admission of minorities to the Kelley School of Business using several strategies including a peer-to-peer mentoring program.
- Advised over 116 students annually (freshmen through seniors) on academic, internship and career-related issues.

2006

Research Assistant, Indiana University

"Constructing the Family". Principal Investigator – Brian Powell.

- Conducted computer-assisted telephone interviews and transcribed interviews for national study of approximately 800 interviews.

2002 – 2005

Executive Vice-President & Interim Chief Financial Officer

Wilberforce University – Wilberforce, OH

- Used stakeholder survey results to formulate strategic framework for long-range planning and management initiatives.
- Implemented corrective measures to address significant structural cash flow deficit.
- Transitioned key departments to strategic enrollment management structure.
- Analyzed the academic and financial data of incoming and returning students to optimize financial aid packaging policies.
- Co-authored the institutional report and coordinated the campus preparation for an accreditation focused visit.

- Supervised the VP of Information Technology whose department reported institutional data to state and federal agencies.
- Negotiated multiple collective bargaining agreements with staff and faculty unions.

1998 – 2002

Special Assistant to the Chief Financial Officer*Greater Allen Cathedral – Jamaica, NY*

- Secured key federal, state and corporate grants for community development initiatives.
- Analyzed potential mixed-use (retail and residential) sites for redevelopment.
- Managed performance-based welfare-to-work program.

1996 – 1998

Financial Advisor & Strategic Municipal Consultant*Public Financial Management – Philadelphia, PA*

- Provided technical support for municipal bond financings totaling over \$600 million.
- Developed debt-capacity and 5-year financial plan models for Portsmouth, VA.
- Identified cost-saving initiatives for the District of Columbia's Police, Fire and Correction departments.

RESEARCH & TEACHING INTERESTS

Organizational Sociology
Sociology of Higher Education
Stratification/Mobility

Sociology of Education
Economic Sociology
Social Networks

TEACHING EXPERIENCE

2009 – 2011

Associate Instructor, Indiana University*Education and Society (S312) – Fall 2010, Spring 2011**Introduction to Sociology (S100) – Fall 2009, Spring 2010, Summer 2010*

Primary Duties: Taught approximately 70 undergraduates per class with full course responsibility, including syllabus design, lecture preparation and delivery, and student learning assessment through exams and other assignments.

2010

Adjunct Faculty, Butler University*Education and Society (SW200) – Fall 2010**Introduction to Sociology (S101) – Spring 2010*

Primary Duties: Taught 30 undergraduates per class with full course responsibility, including syllabus design, lecture preparation

and delivery, and student learning assessment through exams and other assignments.

- 2007 **Associate Instructor, Indiana University**
Critical Thinking and Acculturation
Primary Duties: Tracked attendance for a class of 180 students. Led weekly discussion section of 45 students over various class topics. Graded papers, quizzes and portfolios.
- 2005 – 2006 **Graduate Assistant, Indiana University**
Primary Duties: Graded quizzes and exams, organized presentation calendar for group projects.

PUBLICATIONS

- 2012 Major Unemployment: How Academic Programs of Study Affect Hoosier Unemployment Patterns. Indiana Business Research Center IWIS Research Brief. (Co-author)
- 2012 Carol O. Rogers and Amia Foston. "Top Level Degrees in Indiana: A Look at the Numbers". *InContext*. Vol. 13 (2)
- 2011 Amia Foston and Michael Thompson. "Hoosiers without Banks: Differences by Race, Income and Metro Area". *InContext*. Vol. 12 (2)
- 2010 Fabio Rojas and Amia Foston. "Using Graph Theory to Visualize Social Sequence Data." *The Journal of Social Structure*.
http://www.cmu.edu/joss/content/issues/2010jossviz/4_Rojas_Foston.htm

COMPUTER SKILLS

Excel, Word, PowerPoint, Access, Banner/SCT, Stata, UCINet, NetDraw

PROFESSIONAL ASSOCIATIONS

Social Science History Association (SSHA)

American Sociological Association (ASA) Sections:

- Organizations, Occupations and Work
- Community and Urban Sociology
- Comparative and Historical Sociology
- Economic Sociology
- Education
-

Aaron Maurice Jefferson

5215 Thornleigh Dr., Indianapolis, IN 46226

aaron.jefferson@att.net

(317) 358-6077

Education:

Indiana Wesleyan University, Indianapolis, IN
Secondary Mathematics Teaching Certificate, May 2008

Indiana University, Kelley School of Business
Master of Business Administration, May 2002

Rose-Hulman Institute of Technology, Terre Haute, IN
Bachelor of Science Degree, Electrical Engineering, May 1998

Experience:

**Engineering/Start Center/Global Product Strategy – Delphi Corporation
Kokomo, IN**

Global Product Manager – Safety Electronics

March 2012 – Present

- o Develop the global product line strategy with inputs from global team
- o Lead strategy of Portfolio decisions with advanced and product engineering input
- o Support quarterly reviews with global sales team to ensure accurate revenue planning and pursuit alignment
- o Provide global product line revenue projections, input for booking target setting, and consolidation with regional inputs
- o Drive global financial metrics: Product line profitability, escalation / resolution of inter-regional issues impacting profitability and identification and remedy of run rate issues with global team
- o Lead global strategy team meetings to facilitate communication with PBU leadership

Power Electronics Start Center Technical Leader

Jan 2011 – March 2012

- o Lead business pursuit activity for automotive electrification
- o Lead quoting activity in support of business pursuit
- o Work with advanced and product engineering groups to develop synergy between the two critical groups with different objectives
- o Develop start center processes and streamline design and costing activity
- o Lead customer business and technical reviews in pursuit of business wins

Electrical Engineering Group Manager – Kokomo, Indiana

March 2005 – Jan 2011

- o Manage Electrical Engineers for Active Safety Product Line
- o Led and drove closure of technology issues within the product line
- o Acted as Pb-free lead for Safety Electronics engineering group
- o Mentored design engineers to increase EE design knowledge-base
- o Managed team to ensure engineers understood and followed Electrical Hardware Design Processes
- o Conducted performance evaluations of electrical engineers
- o Reviewed and approved electrical engineering salaried time entry
- o Led electrical continuous design improvements/cost savings efforts
- o Acted as Safety Electronics representative on Lean Council Engineering Staff

Electrical Design Team Leader – Juarez, Mexico

July 2002 – March 2005

- o Successfully transferred all PODS programs from Kokomo to MTC
- o Led the development of EE Technical training course for MTC
- o Led EE Start Center activities when quoting new PODS business
- o Mentored design engineers to increase EE design knowledge-base at MTC
- o Led team in Electrical Hardware Design Processes
- o Conducted performance evaluations of Mexican Nationals
- o Developed PODS-specific training for engineers of all disciplines
- o Implemented continuous design improvements/cost savings ideas
- o Led EE Ford Gen 3 program team activities

Lead Electrical Design Engineer – ABS/Suspension/Passive Occupant Detection

June 1998 – July 2002

- o Lead electrical designer for Ford, Chrysler, Mercedes programs
- o Trained Korean engineers on ABS designs
- o Actively participated in quoting of future business
- o Conducted peer design reviews and customer design reviews
- o Participated in Value Stream and Cost Reduction Workshops
- o Participated in PODS Cost Reduction Workshops
- o Participated in Suspension Start Center Quoting Process

Skills/ Spanish Language Training, Greenbelt/Robust Engineering; FMEA, Fishbone Analysis, Delphi Problem Solving,

Interests: Center for Leadership Development (CLD) Facilitator – SAT Preparation; Mathematics tutor; Project Impact – Mentoring
Troubled Teenage Boys, IWU Adjunct Facilitator for MBA coursework

References: Kip Gorbali; Jerry Meredith; Brad McManus; Janus Gaerte

TARA C. DOSS
canadylaw@gmail.com

Contact Information:
3370 Homestretch Drive
Carmel, IN 46032
(310) 936-0846

SUMMARY

Energetic, motivated attorney with more than 7 years experience in education and juvenile law and more than 4 years experience in employment and municipal law.

PROFESSIONAL EXPERIENCE

CANADY LAW OFFICES

Attorney/Owner

Los Angeles, CA
April 2011-Present
October 2005-May 2007

- Represented families of children with special needs in IEP meetings, mediation, and due process hearings against public school districts in an attempt to secure a free appropriate public education
- Member of the Los Angeles County Dependency and Delinquency Court 317(e) Special Education Panel
- Handled litigation matters in education, business, landlord/tenant, and family law
- Facilitated trainings and presentations on issues surrounding special education to community organizations
- Continue to assist California small businesses with legal needs, such as drafting contracts, advising on employer/employee obligations, unemployment insurance appeals, and other compliance matters

LEAL & TREJO, APC

Associate Attorney

Los Angeles, CA
October 2009-April 2011

- Provided legal representation and counsel to K-12 school districts in Southern and Northern California in areas including special education, student discipline, employment, regulatory issues, and code enforcement
- Litigated numerous administrative law matters which required filing/answering complaints, interviewing witnesses, devising a case strategy, preparing evidence, drafting motions, negotiating and drafting settlement agreements, and acting as lead attorney during mediation and/or administrative hearings
- Regularly attended school board meetings to provide updates on pending litigation and to act as advisory counsel
- Regularly presented to school district staff and administrators on legal issues related to special education, student discipline, and general employer/employee relations

MARTIN & MARTIN, LLP

Associate Attorney

Los Angeles, CA
May 2007-June 2009

- Represented students in IEP meetings, mediation, due process hearings, expulsion hearings, and other administrative proceedings
- Represented public entities in a myriad of legal matters, including but not limited to, abatement, contracts, personnel policies and procedures, employment discrimination litigation, and other employment related issues
- Developed knowledge of the Individuals with Disabilities and Education Act, Section 504 of the Rehabilitation Act, California Education Code, No Child Left Behind, Americans with Disabilities Act, Fair Labor Standards Act, Title VII of the Civil Rights Act, and the California Fair Employment and Housing Act
- Frequent presenter on education-related topics at conferences, workshops, and seminars

ADAMS ESQ, A PROFESSIONAL CORPORATION

Attorney

Los Angeles, CA
December 2003-October 2005

- Represented families of children with special needs in mediation and due process hearings against public school districts in an attempt to secure a free appropriate public education

VOLUNTEER WORK

The Promise Academy, Board Member, Indianapolis, IN (2013-Present)
 Neighborhood Christian Legal Clinic, Volunteer Attorney, Indianapolis, IN (2012-Present)
 Court Appointed Special Advocate (CASA), Child Advocates, Marion County, IN (2013-Present)
 M.O.S.T.E., Mentor to middle and high school girls, Los Angeles, CA (2007-2011)
 Harriett Buhai Center for Family Law, Volunteer Attorney, Los Angeles, CA (2010-2011)

EDUCATION

UNIVERSITY OF SOUTHERN CALIFORNIA LAW SCHOOL

Juris Doctor, May 2003
 Public Interest Law Foundation Grant Recipient, 2002
 Los Angeles County Pro Bono Award Recipient, 2001, 2002, and 2003

UNIVERSITY OF MICHIGAN-ANN ARBOR, The Honors College of Literature, Science & Arts

Bachelor of Arts with Honors, History of Art, April 2000
 Study Abroad, Florence Italy, Summer 1998 (Concentration in Italian Art and Film)

AFFILIATIONS

- Admitted, State Bar of California, United States District Court for the Central District of California, and United States Court of Appeals for the Ninth Circuit, December 2003
- Admitted, United States District Court for the Northern District of California, February 2011
- Awaiting Admission into Indiana State Bar (Application for Admission on Foreign License submitted September 2012)
- Los Angeles County Office of Education: Career Technical Education (CTE) Advisory Committee 2008-2009
- Black Women Lawyers of Los Angeles, Inc., Executive Board Member, 2005-2011
- Black Women Lawyers of Los Angeles Foundation, Executive Board Member, 2008-2011
- State Bar of California Access & Fairness Leadership Academy Scholar, 2006-2007
- California Women Lawyers, Board of Governors, 2006-2007

PRESENTATIONS

- The IEP and Assessment Process, Lynwood Unified School District, February 2011
- Schools, Classes, and Programs: The Continuum of Special Education Placement Options, Special Needs Network Tools for Transformation Conference, April 2009
- Building an IEP Notebook, Autism Society of America Workshop, Fresno, CA, February 2009; also presented at Loma Vista Elementary in Maywood, CA, January 2009
- Special Education Law: Recent Case Decisions, Autism Society of America Workshop, Fresno, CA, March 2009
- Charter Schools: Implications on Special Education, California Office of Administrative Hearings Workshop, October 2008; also presented at Council of Parent Attorney Advocates (COPAA) 2008 Annual Conference
- Keeping Your Kids Safe at School, Vista Del Mar Nonpublic School Staff Workshop, October 2008; also presented at Holding Hands Los Angeles, February 2008
- The Interplay Between Workers' Compensation, ADA & FEHA, Compton Unified School District Risk Management Department, August 2008
- Special Education Law and Advocacy, Special Needs Network Tools for Transformation Conference, April 2008; also presented at South Central Los Angeles Region Center Workshop, March 2008

SKILLS/INTERESTS

- Languages: Spanish (proficient reading and writing skills; intermediate spoken language fluency)
- Music and Film Enthusiast
- Marathon/Half Marathon Runner, Triathlete

JONIQUE BURTON

6804 Eastland Drive
Brownsburg, IN 46112

Ph: (832)754-7912
joniqueburton@gmail.com

PROFESSIONAL SUMMARY

I am a highly experienced secondary school administrator with more than 12 years of professional knowledge who has made advances in the field of education. I am willing to serve as a district and state educational leader where I am able to offer my knowledge, skills and expertise while working for the benefit of all students. While collaboratively working with a dynamic leadership team in a secondary environment, I have developed my skills as an administrator and intensified my keen insight to detail involving various situations. Within the ability of my means, I am interested in watching every child learn in every classroom every day.

CERTIFICATIONS

<i>Building Level Administrator (Indiana)</i>	2011
<i>Mathematics secondary teaching license (Indiana)</i>	2006
<i>Principal license (Texas)</i>	2004
<i>Mathematics secondary teaching license (Texas)</i>	2002

EDUCATION

<i>Ed.S.</i> Ball State University Muncie, IN	<i>Specialist - School Superintendency</i>	<i>December 2012</i>
<i>Certification</i> Texas Southern University Houston, TX	<i>Principals Certification / Mid-Management Specialist</i>	<i>May 2006</i>
<i>Masters</i> Texas Southern University Houston, TX	<i>Public Administration / Emphasis in Human Resources</i>	<i>May 2004</i>
<i>Bachelor of Science</i> Tennessee State University Nashville, TN	<i>Mathematics / Teacher Certification</i>	<i>May 2000</i>

LEADERSHIP EXPERIENCE

Crisis Administrator / Student Programs Advisor/ ENL Administrator

August 2006 - current

North Central High School - MSD Washington Township, Indianapolis, IN

- Assist Assistant Principals and Dean of Students with disciplinary intervention methods and organizational strategies for monitoring students
- Work as the Dean of Students upon their absence
- Support the Principal by implementing instructional leadership
- Serve as one of the Principal's designee for all manifest determination meetings
- Actively participate in Principal's Cabinet
- School Improvement Plan co-chair
- Collect information and data which is used to update school improvement plan
- Serve on the Crisis Management team
- Co-chair AdvancED accreditation
- Evaluate office personnel and English as a New Learner (ENL) teachers
- Support ENL district coordinator by making sure ENL goals are met
- Organize and facilitate meetings with Sheltered Instructional Observation Protocol (SIOP) & ENL teachers
- Encourage and promote positive behavior support and interventions
- Assist with student supervision during extra-curricular activities and daily hallway duties
- Maintain knowledge of current issues and trends affecting students
- Lead the peer mediation program and conflict resolution process
- Work with the McKinney Vento (homeless) liaison for the district as well as other school districts
- Liaison between Marion County Juvenile system and North Central High School
- Assist the assigned Marion County Juvenile probation officer with tracking students academic and behavior progress
- Liaison between MSDWT and IDOE (attendance and legal settlement)
- Assist with district home verification checks
- Administratively supervise and coordinate the annual Canned Food Drive
- Incorporate Marzano and Bloom's instructional strategies in Professional Learning Community (PLC) & Middle Year Program (MYP) meetings
- Co-teach with English and AVID teachers using instructional strategies designed for student success
- Organized Top 100 Program and Student Recognition Night
- Planned and coordinated the development of the 2012-2013 student planner
- Assisted with the editing of the 2012-2013 district handbook
- Developed the bell schedule for 2012-2013 at North Central High School

TEACHING EXPERIENCE

Algebra II Team Leader / Peer Assistant Leadership

August 2003-May 2006

Marshall High School - Fort Bend ISD, Missouri City, TX

- Taught Algebra I, Algebra II, Algebra II Advanced
- Conducted team meetings to ensure lessons/activities were student-centered
- Monitored individual team member progress
- Collaboratively worked to resolve uncooperative team members behavior
- Designed hands-on/cooperative mathematics lessons
- Managed a tutoring program with the PAL program
- AVID trained

Mathematics Teacher / Coach

August 2000-July 2003

Sharpstown High School - Houston ISD, Houston, TX

- Taught Algebra I and II (Magnet and ESL Classes)
- Sponsored and coached cheerleaders
- Coached softball

PROFESSIONAL TRAINING, COMMITTEES, and AFFILIATIONS

- Kagan & Kagan Cooperative Learning Strategies (2002)
- Professional Small Learning Communities (2002, 2003, 2004, 2005, 2006, 2011, 2012)
- AVID – Advancement Via Individual Determination (2004, 2005)
- Indiana Department of Education – Educational Law seminar (2006, 2007, 2008)
- Residential Leadership Series - Staff Development & Technology (2008)
- Marion County Truancy and Attendance Training (2010, 2011)
- Diveristy Training (2010, 2011)
- School Improvement Plan committee (2010, 2011, 2012)
- End of Course Assessment waiver committee (2012)
- Sheltered Instruction Observation Protocol (SIOP) Initial training (2012)

Arthur E. Hinton III

B.S. Early Childhood Education

December 2001

Indiana University

Bloomington, IN

M.S. Elementary Education

September 2006

Indiana University

Bloomington, IN

- Administrative License – Initial Practitioner

June 2008

Indiana University

Bloomington, IN

- Administrative License – Proficient Practitioner

References

References are available on request

Mrs. Whitney Wilkowski – Principal (MSD Perry Township)

(317) 789-3800

wwilkowski@perryschools.org

Arthur E. Hinton III

Mrs. R. Turner – Literacy Coach (MSD Perry Township)

(317) 789-3400

rturner@perryschools.org

Mr. Bruce Jacobs – Vice Chancellor for Administrative Services and Programs (Indiana University-Bloomington)

(812) 855-0518

jacobsb@indiana.edu

Mr. Kimo Parham – Student Support Manager (MSD Perry Township)

(317) 789-3800

kparham@perryschools.org

Ms. Retha Swain – Assistant Principal (Indianapolis Public Schools)

(317) 226-4101

swainr@ips.k12.in.us

Kenneth T. Taylor

6311 Kentstone Dr.
Indianapolis, IN. 46268

PH: (317) 513-4789 E-mail: teamspectrum03@gmail.com

Education

Purdue University, West Lafayette, IN., 1995 - 1997, 2000 - 2004, *Graduation: May '04*

B.S. Degree: ***School of Technology*** Major: ***Building Construction Management***

- OSHA 30 Hour Card

Ivy Tech State College, Lafayette, IN. 1997, 1999 - 2000

B.C.M. related classes

Work Experiences

Spectrum Construction, Inc., Indianapolis, IN. Dec. '04 – Present

Projects: \$3million Home in Bridlebourne Subdivision, Carmel, IN.

Residential/Commercial Construction & Developments, Project Mgmt. /Consultant, G.C, Investment Properties

- Construction Corporation Management & Control.
- Project Management & Estimating.
- Rehab/Resale investment properties.
- General Contract work.

Rich Real Estate, LLC, Indianapolis, IN. July '05 - Present

Residential Real Estate, Buyer/Seller Representation, Buy/Sell Consultation, Investment Properties

- Consultation on market/property analysis
- Rehab/Resale investment properties.
- Client representation at closings.

Milestone Contractors, L.P. Indianapolis, IN. May. '04 - July '05

Project supervision on several small, medium or large size projects. Provide overall on-site administrative and technical management on construction project sites, in the areas of general construction, asphalt, concrete, and bridges.

- Follow, implement and enforce safety policies (i.e. safety meetings and proper use of equipment)
- Supervise total construction effort to ensure project is constructed in accordance with design, budget, and schedule.
- Organize project with client reps, AE reps, subcontractors (i.e. weekly scheduling meetings)
- Plan, coordinate, and supervise onsite functions (i.e. scheduling, material control, engineering, and day-to-day direction of project administration).

Pulte Homes, Indianapolis, IN. May '03 - Jan '04

Estimating/Purchasing Department

- Budget Analysis & Takeoffs
- Cost Control
- Vendor/Supplier agreements & sign-ups

Pulte Homes, Indianapolis, IN. June '02 - Aug. '02

Assistant project manager/superintendent

- Scheduled subcontractors for construction of homes
- Estimating duties: takeoffs on blueprints and budget analysis spreadsheets
- Customer orientations/inspection walks: rough frame, drywall, closings

M.B. Framing, West Lafayette, IN. Mar. '99 - Dec. '02

Assist in the rough framing of residential, commercial, and retail buildings.

- Build concrete forms
- Perform basic finish carpentry
- Utilize blueprints for floor and roof layout

Reinke Construction, South Bend, IN. June '98 - Jan. '99

Assisted in the construction of the new Riley H.S.

- Constructed walls made of metal studs and hung drywall
- Built sidewalk forms and forms for the construction of auditorium
- Utilized blueprints for construction

Executive Board Experiences

Gary Brackett Impact Foundation, Indianapolis, IN. July '07 - Present

The Mission of Gary Brackett's IMPACT Foundation is to promote health, to advance education, and to relieve the poor, distressed and underprivileged by providing resources and opportunities to children, including children who are mentally challenged, physically challenged, socially disadvantaged, or economically disadvantaged

- Executive Board Member
- Community volunteer work
- Programs/Events: 1) TendHER Heart Luncheon 2) Impact Foundation Field of Dreams 3) Gary's Locker 4) Impact Foundation Grid Iron Challenge

Military Experiences

Indiana Army National Guard, Lafayette, IN. Nov. '00 – April '04

MOS: Field Artillery 13-BRAVO, Integral member of a crew that operates high technology cannon artillery weapon systems

- Rank E-4 Specialist
- Cannon Crew Member
- Assists platoon leader in the planning, preparation, and execution of collective training activities of the platoon
- Direct and supervise movement emplacement of the howitzer section. Supervise and direct the construction, camouflage, and defense of the section position.

Continuing Education

Real Estate Career Institute, Indianapolis, IN., December 2009

- *Antitrust* – 2cr.
- *Fair Housing: The Face of the Nation* – 2cr.
- *The REALTORS Code of Ethics* – 3cr.
- *Purchase Agreements/Listing Contracts* – 2cr.
- *Mortgage Fraud and Predatory Lending* – 4cr.
- *FHA Today* – 3cr.

Computer Skills

- Microsoft Project/Word/Excel/PowerPoint/Access/Outlook/Publisher
- AutoCAD
- MIBOR – MLS Real Estate System
- Adobe Photoshop
- Quickbooks

Activities and Honors

- Member of NAHB- National Association of Home Builders - student
- Member of NECA- National Electrical Contractors Association - student

****Future Education & Training**

Graduate Program – Marylhurst University

Expected start date: April 1, 2013

MBA in Real Estate Studies

Dual Concentration: Real Estate Finance & Real Estate Development

Degree: **MBA** Major: **Real Estate**

RECP - Indiana Real Estate Brokers Program

Expected start date: 2013

PATRYCE J. MOORE

3831 Rue Verlaine Indianapolis, Indiana 46220
317-698-2718
pajmoore98@hotmail.com

EDUCATION

Indiana University-Purdue University of Indianapolis Master's degree in Social Work	Indianapolis, IN May 2004
Indiana University Bachelor's degree in Social Work	Bloomington, IN May 2002
Broad Ripple High School Diploma	Indianapolis, IN May 1998

EXPERIENCE

Medical Social Worker Wishard Health Services-Grassy Creek Health Center <ul style="list-style-type: none">• Advocate for patients within the hospital system• Refer to appropriate resources• Initial Assessments• Utilize community resources	Indianapolis, IN Oct. 2011-present
Great Beginnings Prenatal Care Coordination Wishard Health Services <ul style="list-style-type: none">• <i>Prenatal care coordinator</i>• Provided home visits and initial assessments to pregnant women.• Assisted in developing individualized care plans.• Provided therapeutic short-term counseling.• Completed documentation in a timely manner.	Indianapolis, IN May 2004-Oct.2011
Stamp Out Syphilis Program Marion County Health Department <i>Outreach Worker</i> <ul style="list-style-type: none">• Provided outreach services to communities in Marion County.• Provided education materials during community health fairs and events.	Indianapolis, IN Sept. 2003- Jan. 2004

Indiana University School of Social Work

Research Assistant

Indianapolis, IN

Oct. 2002-May 2003

- Kept professors informed of current and developing research policies and statistics.

RELATED EXPERIENCE

Indiana University School of Nursing

MOM Project

Indianapolis, IN

Aug. 2003- May 2004

Support counselor, MSW Intern

- Provided individual and family counseling to prenatal and postnatal high risk families.
- Facilitated parenting groups.
- Organized clients files, institutional paperwork and developed consent forms.
- Referred families to appropriate agencies.

Midtown Youth 2 Adult Mental Health Services

Midtown Mental Health Counselor, MSW Intern

Indianapolis, IN

Jan. 2003-May 2003

- Assisted clients with meeting goals/objectives of treatment plans.

PROFESSIONAL AFFILIATIONS

Member-Indiana Breastfeeding Coalition of Marion County (2008-present)

Board Member-Say Y.E.S Inc. (2007-present)

Trainer-Community Based Doula Program (2006-present)

Member-Indiana Black Breastfeeding Coalition (2006-present)

Member-Indiana Healthy Baby Consortium (2004-present)

SPECIAL SKILLS

Work well independently and as a team player

Compassionate and keen interest in individual care and well being

Good interpersonal and communication skills

Daria Jeanne Parham

5118 Whisenand Dr.
Indianapolis, IN 46254
(317) 513-2020

daria.parham98@gmail.com

An innovative, forward thinking educator committed to closing the achievement gap, with a track record of success in an urban school district. Experienced in meeting the needs of at-risk students and creating a stimulating and challenging learning environment, conducive to the highest level of student achievement. Additional strengths include

- Strong leadership and mentoring skills
- Excellent organizational skills
- Magnet Program Experience
- Curriculum Planning and Implementation

Professional Experience

Theodore Potter Spanish Immersion Magnet Indianapolis, IN 01/04-Present
Grade 4 Teacher

- Principal Designee during Head Principal's absences
- Leadership Identification and Development Fellow
- Developed and implemented new curriculum for Spanish Immersion Magnet
- Increased student achievement on ELA ISTEP+ Scores to 81% Passing
- Chair of Site Based Decision Making Team
- Response to Intervention (RTI) Team Member
- Served as Building Association Representative for IEA
- Curriculum Mapping Lead Teacher
- Gifted/Talented Lead Teacher
- Teacher Expectation Student Achievement (TESA) Lead Teacher
- INSAI School Improvement Steering Team

Summer Advantage USA Indianapolis, IN Summer 2010 & 2011
Dual Teacher

- Prepared classroom for daily activities; worked collaboratively with other Teachers and Teacher Assistants
- Evaluated scholars and prepared progress reports, administered assessments, and created portfolios
- Provided behavior management and any behavior interventions
- Worked to engage parents/guardians, included one phone call, regular progress reports and parent/teacher conference
- Collected and submitted data for program evaluation

Indianapolis Teaching Fellows Indianapolis, IN 10/09-03/10
Transitional Coach

Transitional Coach

- Assisted struggling Teaching Fellows with Classroom Management and Lesson Planning Strategies to ensure their success in the classroom.
- Observed assigned Fellow for a minimum of five hours. I prepared for and lead a minimum of ten hours of debrief conversations and planning sessions, and committed to a minimum of four hours of follow-up communication via phone and email.
- Met with the Teaching Fellow to reviews Instructional Design and Delivery, as well as Classroom Management and Culture.
- Consistently incorporated student work, organizational tools, school-specific curriculum and other artifacts from my own classroom to provide the Fellows with specific tolls to make Teaching for Student Achievement a reality.
- Communicated with Indianapolis Teaching Fellows staff and Marian University supervisors on a weekly basis about the Fellows Progress toward goals
- Documented and reported Fellows progress in meeting goals on and ongoing basis.

Education

May 2009	Administrator Licensure Program Indiana Wesleyan University
December 2007	Master of Education Degree, Indiana Wesleyan University
December 2003	Bachelors of Science degree in Elementary Education, Indiana University Bloomington, IN

Professional References

Timothy Clevenger
Principal: Theodore Potter Foreign
Language Magnet
Indianapolis Public Schools
317-223-1561

Christina Shaul
Magnet Coordinator: Indianapolis Public
Schools
(317) 502-2826

Arthur Hinton
Assistant Principal at Abraham
Lincoln Elementary
MSD Perry Township
317-925-6653

La Meca Knight
Inclusion Teacher
Theodore Potter Foreign Language Magnet
Indianapolis Public Schools
812-369-7205

Assistant Principal

Donielle Jones
8326 Picadilly Court
Indianapolis, IN 46256
doljohns@yahoo.com
(317) 435-6056

Education

December 2007 Administrator Licensure Program
Indiana Wesleyan University
May 2005 Master of Education Degree, Indiana
Wesleyan University
May 2002 Bachelors of Science degree in Elementary Education,
Indiana University Purdue University of Indianapolis

Professional Experience

07/02 -Present Central Elementary School – MSD Pike Township
Grade 3 Teacher
Summers '03 – '07 Summer School – MSD Pike Township
Lead Teacher

Professional Development

- ❖ Writer's Workshop through Indiana Writer's Partnership
- ❖ Literacy: Lucy Calkins Reader's and Writer's Workshop
- ❖ C.L.A.S.S. Workshops
- ❖ Math and Science Cohort
- ❖ Creating Multiple Intelligence lessons for all learners
- ❖ Brain – Based Learning techniques
- ❖ Inquiry Workshops
- ❖ Inquiry based AYP Models

Leadership Responsibilities

- ❖ Standards Based Education Team Leader
- ❖ Positive Behavior Support Lead Teacher
- ❖ Grade Level Team 3 Leader
- ❖ NWEA Data Coach
- ❖ Facilitator of Numerous Book Clubs throughout the year
- ❖ ICAN technology coach

Kirsten Anderson Robbins

773-991-1504

8037 Tanager Court, Indianapolis, IN 46256

kirrobbins@gmail.com

CERTIFICATION: Indiana Accomplished Practitioner license in General Education and Gifted & Talented Education

TEACHING EXPERIENCE:

August 2011 – June 2012

The Project School

- Taught a 5th/6th grade multi-age class
- Facilitator of the Keep Indianapolis Beautiful Club
- Member of the committee to improve discipline

August 2009 – July 2011

Indiana Math and Science Academy

- Taught 4th grade and 5th grade high ability class
- Intermediate Lead Teacher
- Mentored beginning teachers and ran professional development seminars on Everyday Math and the Guided Reading Curriculum
- Coached girls' basketball and the Science Olympiad team
- ISTEP passing rate of 100% in reading and math in 2010 and 2011
- Received several grants and ran a successful fundraiser

September 2004 – June 2008

Wendell Smith Elementary School, Chicago IL

- Taught 3rd grade, 4th grade, and a 3rd/4th split
- Organized annual "Family Read Night" and a "Poetry Café" for students and parents
- Mentored beginning teachers
- Member of the Committee to Improve Math Instruction
- Teacher representative to the Local School Council
- Coached girls' basketball

RELATED EXPERIENCE:

Consultant

McGraw-Hill

- Coach and train teachers and principals in the successful implementation of Everyday Math

Facilitator/Mentor to National Board Candidates

Nurturing Teacher Leadership Program

Instructor of Gifted Students

Summers 2002 – 2007

Texas State University Challenge Camp, San Marcos TX

- Planned and taught hands-on lessons in science, creative writing, and storytelling
- Was responsible for discipline and behavior management

Student Teacher

September – December 2002

Austin Independent School District, Austin TX

- Taught 3rd grade in an inclusion classroom
- Participated in a special cohort group whose goal was to incorporate technology into the teaching of other subject areas

SPECIAL ACCOMPLISHMENTS:

**Concept Schools 2010
Teacher of the Year**

National Board Certified Teacher

Math Differentiation Training Video

My planning and implementation of differentiated instruction was chosen by the creators of the Everyday Math curriculum at the University of Chicago to be used for a training video. The video was filmed during a lesson in my classroom and included an interview with me about how to plan for differentiated instruction using Everyday Math.

EDUCATION:

Doctoral Candidate

Urban Education

IUPUI August 2012 - present

Master of Education

Elementary Education 2002

Texas State University, San Marcos, TX

- Additional specializations: Teaching the Gifted and Talented
- Integrating Technology

Bachelor of Arts

English and Psychology 1996

Williams College, Williamstown, MA

Daria Jeanne Parham

5118 Whisenand Dr.
Indianapolis, IN 46254
(317) 513-2020

daria.parham98@gmail.com

An innovative, forward thinking educator committed to closing the achievement gap, with a track record of success in an urban school district. Experienced in meeting the needs of at-risk students and creating a stimulating and challenging learning environment, conducive to the highest level of student achievement. Additional strengths include

- Strong leadership and mentoring skills
- Excellent organizational skills
- Magnet Program Experience
- Curriculum Planning and Implementation

Professional Experience

Theodore Potter Spanish Immersion Magnet Indianapolis, IN 01/04-Present
Grade 4 Teacher

- Principal Designee during Head Principal's absences
- Leadership Identification and Development Fellow
- Developed and implemented new curriculum for Spanish Immersion Magnet
- Increased student achievement on ELA ISTEP+ Scores to 81% Passing
- Chair of Site Based Decision Making Team
- Response to Intervention (RTI) Team Member
- Served as Building Association Representative for IEA
- Curriculum Mapping Lead Teacher
- Gifted/Talented Lead Teacher
- Teacher Expectation Student Achievement (TESA) Lead Teacher
- INSAI School Improvement Steering Team

Summer Advantage USA Indianapolis, IN Summer 2010 & 2011
Dual Teacher

- Prepared classroom for daily activities; worked collaboratively with other Teachers and Teacher Assistants
- Evaluated scholars and prepared progress reports, administered assessments, and created portfolios
- Provided behavior management and any behavior interventions
- Worked to engage parents/guardians, included one phone call, regular progress reports and parent/teacher conference
- Collected and submitted data for program evaluation

Indianapolis Teaching Fellows Indianapolis, IN 10/09-03/10
Transitional Coach

-
-
- Assisted struggling Teaching Fellows with Classroom Management and Lesson Planning Strategies to ensure their success in the classroom.
 - Observed assigned Fellow for a minimum of five hours. I prepared for and lead a minimum of ten hours of debrief conversations and planning sessions, and committed to a minimum of four hours of follow-up communication via phone and email.
 - Met with the Teaching Fellow to reviews Instructional Design and Delivery, as well as Classroom Management and Culture.
 - Consistently incorporated student work, organizational tools, school-specific curriculum and other artifacts from my own classroom to provide the Fellows with specific tolls to make Teaching for Student Achievement a reality.
 - Communicated with Indianapolis Teaching Fellows staff and Marian University supervisors on a weekly basis about the Fellows Progress toward goals
 - Documented and reported Fellows progress in meeting goals on and ongoing basis.

Education

May 2009	Administrator Licensure Program Indiana Wesleyan University
December 2007	Master of Education Degree, Indiana Wesleyan University
December 2003	Bachelors of Science degree in Elementary Education, Indiana University Bloomington, IN

Professional References

Timothy Clevenger
Principal: Theodore Potter Foreign
Language Magnet
Indianapolis Public Schools
317-223-1561

Christina Shaul
Magnet Coordinator: Indianapolis Public
Schools
(317) 502-2826

Arthur Hinton
Assistant Principal at Abraham
Lincoln Elementary
MSD Perry Township
317-925-6653

La Meca Knight
Inclusion Teacher
Theodore Potter Foreign Language Magnet
Indianapolis Public Schools
812-369-7205

Daria Jeanne Parham

5118 Whisenand Dr.
Indianapolis, IN 46254
(317) 513-2020

daria.parham98@gmail.com

An innovative, forward thinking educator committed to closing the achievement gap, with a track record of success in an urban school district. Experienced in meeting the needs of at-risk students and creating a stimulating and challenging learning environment, conducive to the highest level of student achievement. Additional strengths include

- Strong leadership and mentoring skills
- Excellent organizational skills
- Magnet Program Experience
- Curriculum Planning and Implementation

Professional Experience

Theodore Potter Spanish Immersion Magnet Indianapolis, IN 01/04-Present
Grade 4 Teacher

- Principal Designee during Head Principal's absences
- Leadership Identification and Development Fellow
- Developed and implemented new curriculum for Spanish Immersion Magnet
- Increased student achievement on ELA ISTEP+ Scores to 81% Passing
- Chair of Site Based Decision Making Team
- Response to Intervention (RTI) Team Member
- Served as Building Association Representative for IEA
- Curriculum Mapping Lead Teacher
- Gifted/Talented Lead Teacher
- Teacher Expectation Student Achievement (TESA) Lead Teacher
- INSAI School Improvement Steering Team

Summer Advantage USA Indianapolis, IN Summer 2010 & 2011
Dual Teacher

- Prepared classroom for daily activities; worked collaboratively with other Teachers and Teacher Assistants
- Evaluated scholars and prepared progress reports, administered assessments, and created portfolios
- Provided behavior management and any behavior interventions
- Worked to engage parents/guardians, included one phone call, regular progress reports and parent/teacher conference
- Collected and submitted data for program evaluation

Indianapolis Teaching Fellows Indianapolis, IN 10/09-03/10
Transitional Coach

Transitional Coach

- Assisted struggling Teaching Fellows with Classroom Management and Lesson Planning Strategies to ensure their success in the classroom.
- Observed assigned Fellow for a minimum of five hours. I prepared for and lead a minimum of ten hours of debrief conversations and planning sessions, and committed to a minimum of four hours of follow-up communication via phone and email.
- Met with the Teaching Fellow to reviews Instructional Design and Delivery, as well as Classroom Management and Culture.
- Consistently incorporated student work, organizational tools, school-specific curriculum and other artifacts from my own classroom to provide the Fellows with specific tolls to make Teaching for Student Achievement a reality.
- Communicated with Indianapolis Teaching Fellows staff and Marian University supervisors on a weekly basis about the Fellows Progress toward goals
- Documented and reported Fellows progress in meeting goals on and ongoing basis.

Education

May 2009	Administrator Licensure Program Indiana Wesleyan University
December 2007	Master of Education Degree, Indiana Wesleyan University
December 2003	Bachelors of Science degree in Elementary Education, Indiana University Bloomington, IN

Professional References

Timothy Clevenger
Principal: Theodore Potter Foreign
Language Magnet
Indianapolis Public Schools
317-223-1561

Christina Shaul
Magnet Coordinator: Indianapolis Public
Schools
(317) 502-2826

Arthur Hinton
Assistant Principal at Abraham
Lincoln Elementary
MSD Perry Township
317-925-6653

La Meca Knight
Inclusion Teacher
Theodore Potter Foreign Language Magnet
Indianapolis Public Schools
812-369-7205

Assistant Principal

Donielle Jones
8326 Picadilly Court
Indianapolis, IN 46256
doljohns@yahoo.com
(317) 435-6056

Education

December 2007 Administrator Licensure Program
Indiana Wesleyan University
May 2005 Master of Education Degree, Indiana
Wesleyan University
May 2002 Bachelors of Science degree in Elementary Education,
Indiana University Purdue University of Indianapolis

Professional Experience

07/02 -Present Central Elementary School – MSD Pike Township
Grade 3 Teacher
Summers '03 – '07 Summer School – MSD Pike Township
Lead Teacher

Professional Development

- ❖ Writer's Workshop through Indiana Writer's Partnership
- ❖ Literacy: Lucy Calkins Reader's and Writer's Workshop
- ❖ C.L.A.S.S. Workshops
- ❖ Math and Science Cohort
- ❖ Creating Multiple Intelligence lessons for all learners
- ❖ Brain – Based Learning techniques
- ❖ Inquiry Workshops
- ❖ Inquiry based AYP Models

Leadership Responsibilities

- ❖ Standards Based Education Team Leader
- ❖ Positive Behavior Support Lead Teacher
- ❖ Grade Level Team 3 Leader
- ❖ NWEA Data Coach
- ❖ Facilitator of Numerous Book Clubs throughout the year
- ❖ ICAN technology coach

Kirsten Anderson Robbins

8037 Tanager Court, Indianapolis, IN 46256

773-991-1504

kirrobbins@gmail.com

CERTIFICATION: Indiana Accomplished Practitioner license in General Education and Gifted & Talented Education

TEACHING EXPERIENCE:

August 2011 – June 2012

The Project School

- Taught a 5th/6th grade multi-age class
- Facilitator of the Keep Indianapolis Beautiful Club
- Member of the committee to improve discipline

August 2009 – July 2011

Indiana Math and Science Academy

- Taught 4th grade and 5th grade high ability class
- Intermediate Lead Teacher
- Mentored beginning teachers and ran professional development seminars on Everyday Math and the Guided Reading Curriculum
- Coached girls' basketball and the Science Olympiad team
- ISTEP passing rate of 100% in reading and math in 2010 and 2011
- Received several grants and ran a successful fundraiser

September 2004 – June 2008

Wendell Smith Elementary School, Chicago IL

- Taught 3rd grade, 4th grade, and a 3rd/4th split
- Organized annual "Family Read Night" and a "Poetry Café" for students and parents
- Mentored beginning teachers
- Member of the Committee to Improve Math Instruction
- Teacher representative to the Local School Council
- Coached girls' basketball

RELATED EXPERIENCE:

Consultant

McGraw-Hill

- Coach and train teachers and principals in the successful implementation of Everyday Math

Facilitator/Mentor to National Board Candidates

Nurturing Teacher Leadership Program

Instructor of Gifted Students

Summers 2002 – 2007

Texas State University Challenge Camp, San Marcos TX

- Planned and taught hands-on lessons in science, creative writing, and storytelling
- Was responsible for discipline and behavior management

Student Teacher

September – December 2002

Austin Independent School District, Austin TX

- Taught 3rd grade in an inclusion classroom
- Participated in a special cohort group whose goal was to incorporate technology into the teaching of other subject areas

SPECIAL ACCOMPLISHMENTS:

Concept Schools 2010

Teacher of the Year

National Board Certified Teacher

Math Differentiation Training Video

My planning and implementation of differentiated instruction was chosen by the creators of the Everyday Math curriculum at the University of Chicago to be used for a training video. The video was filmed during a lesson in my classroom and included an interview with me about how to plan for differentiated instruction using Everyday Math.

EDUCATION:

Doctoral Candidate

Urban Education

IUPUI August 2012 - present

Master of Education

Elementary Education 2002

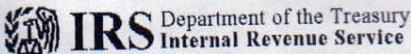
Texas State University, San Marcos, TX

- Additional specializations: Teaching the Gifted and Talented
- Integrating Technology

Bachelor of Arts

English and Psychology 1996

Williams College, Williamstown, MA



Department of the Treasury
Internal Revenue Service

P.O. BOX 2508

CINCINNATI OH 45201

In reply refer to: 9999999999
Apr. 30, 2012 LTR 3367C S0
45-3692109 000000 00

00031500

BODC: TE

PROMISE ACADEMY
5118 WHISENAND DR
INDIANAPOLIS IN 46254

Employer Identification Number: 45-3692109
Tax Form: 1023
Document Locator Number: 17053-101-30002-2
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from Federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into three groups:

1. Those that can be processed immediately based on information submitted,
2. Those that need minor additional information to be resolved, and
3. Those that require additional development.

If your application falls in the first group or second group, you will receive your determination letter stating that you are exempt from Federal income tax or a request for information via phone, fax, or letter. If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist for technical review. You can expect to be contacted within approximately 90 days from the date of this notice.

IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

General information about the application process and tax-exemption can be found by visiting our website, www.irs.gov/eo. If you are unable to locate the information needed, you may call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

Sign up for Exempt Organizations' EO Update, a regular e-mail newsletter that highlights new information posted on the Charities pages of irs.gov. To subscribe, go to www.irs.gov/eo and click on "EO Newsletter."

014045

9999999999

Apr. 30, 2012 LTR 3367C S0

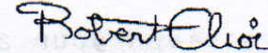
45-3692109 000000 00

00031501

PROMISE ACADEMY
5118 WHISENAND DR
INDIANAPOLIS IN 46254

For other general information, tax forms, and publications, visit
www.irs.gov

Sincerely yours,



Robert Choi, Director
EO Rulings & Agreement

1. Those that can be processed immediately based on information submitted.
2. Those that need minor additional information to be reviewed, and
3. Those that require additional development.

If your application fails in the first group or second group, you will receive your determination letter stating that you are exempt from Federal income tax or a request for information via phone, fax, or letter. If your application fails within the third group, you will be contacted when your application has been assigned to an Except Organizations specialist for technical review. You can expect to be contacted within approximately 90 days from the date of this notice.

General information about the application process and tax-exemption can be found by visiting our website, www.irs.gov. If you are unable to locate the information needed, you may call our toll-free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

Sign up for Except Organizations' EO updates, a regular e-mail newsletter that highlights new information posted on the Charities pages of irs.gov. To subscribe, go to www.irs.gov and click on "EO Newsletter."

**State of Indiana
Office of the Secretary of State**

**CERTIFICATE OF INCORPORATION
of
THE PROMISE ACADEMY INC.**

I, Jerold A. Bonnet, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, March 01, 2012.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, March 02, 2012

A handwritten signature in black ink, appearing to read "J. A. Bonnet".

JEROLD A. BONNET,
SECRETARY OF STATE

APPROVED AND FILED
JEROLD A. BONNET
INDIANA SECRETARY OF STATE
3/1/2012 9:28 PM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ARTICLE I - NAME AND PRINCIPAL OFFICE

THE PROMISE ACADEMY INC.

ARTICLE II - REGISTERED OFFICE AND AGENT

DARIA PARHAM
5118 WHISENAND DR, INDIANAPOLIS, IN 46254

ARTICLE III – INCORPORATORS

AYANA WILSON
3450 GARDEN GROVE DR, INDIANAPOLIS, IN 46214
Signature: AYANA WILSON

DARIA PARHAM
5118 WHISENAND DR, INDIANAPOLIS, IN 46254
Signature: DARIA PARHAM

ARTICLE IV – GENERAL INFORMATION

Effective Date: 3/1/2012

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: No

The purposes/nature of business

THE PURPOSE OF THIS CORPORATION IS ORGANIZED EXCLUSIVELY FOR CHARITABLE, RELIGIOUS, EDUCATIONAL, AND SCIENTIFIC PURPOSES, INCLUDING, FOR SUCH PURPOSES, THE MAKING OF DISTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.

Distribution of assets on dissolution or final liquidation

UPON THE DISSOLUTION OF THE CORPORATION, ASSETS SHALL BE DISTRIBUTED FOR ONE OR MORE EXEMPT PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR SHALL BE DISTRIBUTED TO THE FEDERAL GOVERNMENT, OR TO A STATE OR LOCAL GOVERNMENT, FOR A PUBLIC PURPOSE. ANY SUCH ASSETS NOT

SO DISPOSED OF SHALL BE DISPOSED OF BY A COURT OF COMPETENT JURISDICTION OF THE COUNTY IN WHICH THE PRINCIPAL OFFICE OF THE CORPORATION IS THEN LOCATED, EXCLUSIVELY FOR SUCH PURPOSES OR TO SUCH ORGANIZATION OR ORGANIZATIONS, AS SAID COURT SHALL DETERMINE, WHICH ARE ORGANIZED AND OPERATED EXCLUSIVELY FOR SUCH PURPOSES.

ARTICLE V

1. NO PART OF THE NET EARNINGS OF THE CORPORATION SHALL INURE TO THE BENEFIT OF, OR BE DISTRIBUTABLE TO ITS MEMBERS, TRUSTEES, OFFICERS, OR OTHER PRIVATE PERSONS, EXCEPT THAT THE CORPORATION SHALL BE AUTHORIZED AND EMPOWERED TO PAY REASONABLE COMPENSATION FOR SERVICES RENDERED AND TO MAKE PAYMENTS AND DISTRIBUTIONS IN FURTHERANCE OF THE PURPOSES SET FORTH IN ARTICLE THIRD HEREOF.
2. NO SUBSTANTIAL PART OF THE ACTIVITIES OF THE CORPORATION SHALL BE THE CARRYING ON OF PROPAGANDA, OR OTHERWISE ATTEMPTING TO INFLUENCE LEGISLATION, AND THE CORPORATION SHALL NOT PARTICIPATE IN, OR INTERVENE IN (INCLUDING THE PUBLISHING OR DISTRIBUTION OF STATEMENTS) ANY POLITICAL CAMPAIGN ON BEHALF OF OR IN OPPOSITION TO ANY CANDIDATE FOR PUBLIC OFFICE.
3. NOTWITHSTANDING ANY OTHER PROVISION OF THESE ARTICLES, THE CORPORATION SHALL NOT CARRY ON ANY OTHER ACTIVITIES NOT PERMITTED TO BE CARRIED ON (A) BY A CORPORATION EXEMPT FROM FEDERAL INCOME TAX UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR (B) BY A CORPORATION, CONTRIBUTIONS TO WHICH ARE DEDUCTIBLE UNDER SECTION 170(C)(2) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.

**BYLAWS OF
THE PROMISE ACADEMY INC.**

1. General

- 1.1. Name. The name of the corporation is The Promise Academy Inc. (the “Corporation”).
- 1.2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation’s initial registered office is 5118 Whisenand Dr., Indianapolis, Indiana 46254. The initial registered agent in charge of the initial registered office is Daria Parham.
- 1.3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in the next succeeding year.
- 1.4. Tax Status. Notwithstanding any other provision of these Bylaws, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (2) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
- 1.5. Dissolution. In the event of dissolution, all remaining assets, after all debts and liabilities are satisfied, shall be used for educational purposes and be distributed to a qualifying 501(c)(3) organization. Any remaining funds received from the Indiana Department of Education shall be returned to the department not more than thirty (30) days after dissolution.

2. Board of Directors

2.1. Directors

- 2.1.1. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the “Articles”) and these Bylaws. The Board of Directors shall consist of at least seven (7) and not more than eleven (11) members. All members of the Board of Directors shall be residents of the State of Indiana, and at least sixty percent (60%) of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside.
- 2.1.2. At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the Board of Directors shall elect a new director to replace a director whose term will expire, or has expired, and each such new director shall serve for a term of three (3) years, or such other period as prescribed by the

directors at the time of such election, and until his or her successor is elected and qualified. A director may serve no more than three (3) consecutive terms.

- 2.1.3. Following the expiration of a director's final term, at least one (1) year must elapse before he or she again may be elected to the Board of Directors.
- 2.1.4. In order to ensure continuity among the directors of the Corporation, the terms of the members of the Board of Directors may be staggered as deemed necessary.
- 2.2. Quorum and Approval of Actions. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a quorum shall be deemed an act of the Board of Directors.
- 2.3. Regular Meetings. The Board of Directors shall hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors.
- 2.4. Special Meetings. Notwithstanding the preceding Section 2.3, the Board of Directors may hold special meetings for any lawful purpose upon not less than forty-eight (48) hours notice (excluding Saturdays, Sundays, and legal holidays), as described in Section 2.6. Special meetings may be called by the President of the Board or by two (2) or more members of the Board of Directors. A special meeting shall be held within the State of Indiana and the notice of the meeting shall specify the date, time, and place.
- 2.5. Emergency Meetings. In the event of an emergency, including but not limited to (1) an act of god; or (2) serious danger or threat of danger to students and/or staff, a special meeting may be called with little or no notice. Any actions taken by the Board will be treated as if taken at a regularly noticed meeting. A quorum must be present to initiate a vote.
- 2.6. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.
- 2.7. Notice of Special Meetings. Written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Board, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least forty-eight (48) hours before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special

meeting. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

2.7.1. When received;

2.7.2. Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current records of the Corporation; or

2.7.3. On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee.

2.8. Waiver of Notice. Notice of a meeting may be waived in writing if signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting and does not vote for or assent to any action taken at the meeting.

2.9. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may be taken without a meeting if a written consent describing such action is signed by each director or committee member and if such written consent is included in the minutes or filed with the Corporation's records reflecting the action taken. Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent specifies a prior or subsequent effective date. A consent signed as described herein shall have the same effect as if approved at a meeting and may be described as such in any document.

2.10. Resignation, Removal, and Vacancies.

2.10.1. Any director may resign at any time by giving written notice of such resignation to the Board of Directors, the President, or the Secretary. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt. The acceptance of a resignation shall not be necessary to make it effective.

2.10.2. A director may be removed for cause by a majority of the directors then in office. Cause shall include, but shall not be limited to:

2.10.2.1. Violations of applicable law, including (but not limited to):

2.10.2.1.1. Violations of the Indiana Charter School Law;

2.10.2.1.2. Violations of Indiana or federal laws; or

2.10.2.1.3. Any actions that would jeopardize the tax-exempt status of the Corporation or would subject it to sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the “Code”).

2.10.2.2. Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.

2.10.2.3. Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.

2.10.2.4. Inadequate attendance at meetings of the Board of Directors, defined as absence from three consecutive meetings or from at least fifty percent (50%) of such meetings within one (1) calendar year.

2.10.3. Any vacancy on the Board of Directors created by the resignation or removal of a director shall be filled as soon as is practicable.

2.11. Educational Management Organizations. Should the Board of Directors elect to engage an educational management organization (“EMO”) to manage the operations of the charter school for which the Corporation is responsible (the “School”), no member of the Corporation’s Board of Directors may have any pecuniary interest in such EMO.

3. Officers

3.1. In General.

3.1.1. The officers of the Corporation shall consist of a President, Vice President, Secretary, Treasurer, and such other officers as the Board of Directors may otherwise elect. An officer may not simultaneously hold more than one office. Each officer shall be elected by the Board of Directors and shall serve for one (1) term, or such other period as prescribed by the directors at the time of such election, and until the officer’s successor is elected and qualified. An officer may be re-elected for a subsequent term, as prescribed herein, but may not serve in the same office for more than two (2) consecutive terms.

3.1.2. An officer shall be a member of the Board of Directors. Any officer may be removed by the Board of Directors at any time for cause as defined above. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

- 3.2. President. The President shall preside at all meetings of the Board of Directors and shall be responsible for implementing policies established by the Board of Directors. The President shall perform such other duties as the Board of Directors may prescribe.
- 3.3. Vice President. The Vice President shall assist the President and shall preside in place of the President at meetings when the President is absent. The Vice President shall assume the duties of the President when the President's office is vacant. The Vice President shall perform such other duties as the Board of Directors or the President may prescribe.
- 3.4. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and maintain a record of the minutes of all meetings of the Board of Directors. The Secretary shall send meeting notices and any other correspondence on behalf of the Corporation, where applicable. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the President may prescribe.
- 3.5. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall maintain any checks distributed to the Corporation and shall be responsible for drafting checks, where applicable, and until such time that the Corporation appoints another individual to oversee these duties. The Treasurer shall collect any revenue for the Corporation, where applicable, and deposit such revenue in the Corporation's designated financial account(s), until such time that the Corporation appoints another individual to oversee these duties. The Treasurer shall furnish, whenever requested by the Board of Directors or the President, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the President may prescribe.
- 3.6. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the President may prescribe.

4. Committees

- 4.1. Executive Committee. The Board of Directors may designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise the complete authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.
- 4.2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but are not required to be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

5. Ethics and Conflicts of Interest

- 5.1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in an ethical fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:
 - 5.1.1. Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
 - 5.1.2. Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (whether through blood relation or as a result of marriage), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their position with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
 - 5.1.3. If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director

shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

5.1.4. Directors, officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the director, officer, employee, or his or her relative owns a significant financial interest or by which such director, officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors.

5.1.5. The Board of Directors shall require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

5.2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

6. Indemnification

6.1. Indemnification by the Corporation. To the extent consistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding that is a direct result of the person's official or unofficial relationship with the Corporation or the person carrying out his or her authorized duties on behalf of the Corporation.

6.2. Indemnification by the Corporation. To the extent consistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding that is a direct result of the person's official or unofficial relationship with the Corporation or the person carrying out his or her authorized duties on behalf of the Corporation.

6.3) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful).

6.3. Definitions

6.3.1. As used in this Section 6, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

6.3.1.1. By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or

6.3.1.2. By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or

6.3.1.3. By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

6.3.2. As used in this Section 6, the terms "liability" and "expense" shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

6.4. Entitlement to Indemnification. Every person claiming indemnification pursuant to this Section shall be entitled thereto when (1) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the "referee"), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Sections 6.1 and 6.2; and (2) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before

the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee's findings that are within the possession or control of the Corporation.

- 6.5. Relationship to Other Rights. The right of indemnification provided in this Section 6 shall be in addition to any rights to which any person may otherwise be entitled.
- 6.6. Extent of Indemnification. Irrespective of the provisions of this Section 6, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by law, whether on account of past or future transactions.
- 6.7. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists), prior to the final disposition thereof, upon receipt of an undertaking by or on behalf of the recipient to repay such amount, unless he or she is entitled to indemnification. Should the Board of Directors vote to advance any such expenses, a written agreement shall be drafted and executed by all parties involved outlining the terms of such advance prior to any such advance.
- 6.8. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Section 6 and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

7. Contracts, Checks, Loans, Deposits and Gifts

- 7.1. Contracts. The Board of Directors may authorize one or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.
- 7.2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.
- 7.3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

7.4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank(s) or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

7.5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

8. Amendments. The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws must be approved in writing by the sponsor of the School (as the term "sponsor" is defined in IC 20-24-1-9) prior to the Board of Directors of the Corporation taking any action thereon.

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

The charter school agrees to comply with all of the following provisions: *(Read and check)*

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments* of 1972, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

PRINT NAME & TITLE <i>Ayana Wilson-Coles Board President</i>	DATE <i>3-13-13</i>
SIGN NAME <i>Ayana Wi-Coles</i>	

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: (1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and (2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
The Promise Academy

2. Your full name: Ayana A Wilson-Coles

3. Brief educational and employment history. (No narrative response is required if resume is attached.) Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have been an educator for the past 7 years, and have worked in various settings including charter schools. Throughout my experiences I have been able to be a part of the opening of a charter school and was able to see first hand the amount of work required. In addition, I have spent a great deal of time working with students who are significantly behind and who have been labeled "at risk." I have a Masters in Language Education, and for the past four years have been working to obtain my Doctorate in Language Education as well. During this time, I have researched best practice when working with students of color. I am well versed in culturally relevant pedagogy as well as critical pedagogy. Additionally, I have spent a significant amount of time studying approaches to working with students who are struggle with literacy. My experiences have led me to become a highly effective teacher who is able to help her students achieve academically as well as socially.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings? Yes Don't Know/Unsure

Disclosures

6. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. Yes I / we do not know any such trustees.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contract with an education service provider or school management organization. I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description. N/A. I / we have no such interest. Yes

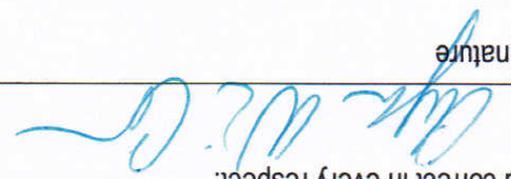
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Ayana Wilson-Coles, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Promise Academy Charter School is true and correct in every respect.

Signature


Date
3-13-13

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: (1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and (2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
The Promise Academy

2. Your full name: Amia K. Foston

3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have worked as the executive vice president and interim chief financial officer for a small university in Ohio for three years. During this time, I managed the day-to-day operations of the campus and worked with several board members.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes, I have gotten to know the other prospective board members while working on the charter application.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not know any such persons. Yes
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes, I have known the CEO of the proposed ESP since college. While I made the initial introduction, I recused myself when it was time to vote for the ESP.

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

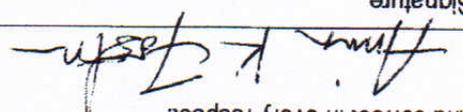
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Amia K. Foston, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Promise Academy Charter School is true and correct in every respect.

Signature


Date
 3/18/13

(To be completed individually by each proposed board member for the charter holder)

CHARTER SCHOOL BOARD MEMBER INFORMATION

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: (1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and (2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
The Promise Academy

2. Your full name: Adrienne Letitia Slash

3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Working for non-profit organizations my entire professional career, I have vast knowledge of the necessity of a governing body such as a board of directors. I have extensive experience abiding by the direction of a Board of Directors. I currently sit on the Board of Directors of Ivy Endowment, Inc. I have also chaired several committees with community organizations and overseen projects.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
The Promise Academy

2. Your full name: Kenneth T. Taylor

3. Brief educational and employment history. (No narrative response is required if resume is attached.)
Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Member of Gary Brackett's Impact Foundation
Owner Spectrum Construction, Inc. & KTT Investments, LLC

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
Yes Don't Know/Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
I / we do not know any such trustees. Yes - friend

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contract with an education service provider or school management organization. I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description. N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, KENNETH I. TAYLOR, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for Charter School is true and correct in every respect.

Signature

K. J. L.

Date

3/10/2013

(To be completed individually by each proposed board member for the charter holder)

CHARTER SCHOOL BOARD MEMBER INFORMATION

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
The Promise Academy

2. Your full name: Arthur Hinton III

3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. Extensive responsibilities supervising daily operations of school building (instructional supervision, school operations)

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. N/A. I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contract with an education service provider or school management organization. I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description. N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Arthur Hinton III, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Promise Academy Charter School is true and correct in every respect.

Arthur Hinton III

Signature

2-20-13

Date

(To be completed individually by each proposed board member for the charter holder)

CHARTER SCHOOL BOARD MEMBER INFORMATION

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: (1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and (2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: The Promise Academy

2. Your full name: Aaron M. Jefferson

3. Brief educational and employment history: (No narrative response is required if resume is attached.) Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. Start up of engineering division at Mexico Technical Center
Some teaching/educational experience

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings? Yes Don't know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. Yes I / we do not know any such trustees.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. Yes I / we do not know any such employees.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contact with an education service provider or school management organization. I / we do not know any such persons. Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description. N/A. I / we have no such interest. Yes

7. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Aaron M. Jefferson, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Promise Academy Charter School is true and correct in every respect.

Aaron M. Jefferson

Signature

03/12/2013

Date

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: The Promise Academy

2. Your full name: Tara Canady Doss

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As my resume shows, I have served on several nonprofit boards. I have also been involved in overseeing start-up of an educational testing company, American Testing and Evaluation Company, in Los Angeles, CA in 2004 serving as its General Counsel. I then went on to own and operate my own law firm, Canady Law Offices, from 2005-2007 and then again from 2011-present. With my legal background and my experience working with nonprofit organizations and entrepreneurial ventures, I feel I am fully capable of being an effective board member.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings? Yes

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

My spouse does not know any of the other prospective board members. With the exception of one other board member, I only know the other prospective board members through my involvement with The Promise Academy. The board member I do have a prior relationship with is someone I know through my involvement in Delta Sigma Theta Sorority, Inc. We are sorority sisters.

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

Neither I nor my spouse knows any such persons.

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

We do not anticipate conducting any such business.

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

We do not know any such persons.

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

We have no such interest.

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

We or our family do not anticipate conducting any such business.

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None

Certification

I, Tara Canady Doss, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Promise Academy Charter School is true and correct in every respect.

Tara Canady Doss

3/7/13

(To be completed individually by each proposed board member for the charter holder)

CHARTER SCHOOL BOARD MEMBER INFORMATION

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: (1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and (2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
The Promise Academy

2. Your full name: Patyce Jeanale Moore

3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have been on the board of 2 non-for profit organizations. One of the non-profit organization was a before, after school program and summer enrichment program for school age children.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 Yes I / we do not know any such trustees.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contract with an education service provider or school management organization. I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description. N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification
I, Patrice Moore, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Promise Academy Charter School is true and correct in every respect.

Signature
Patrice Moore

Date
3-12-13

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
The Promise Academy

2. Your full name: Jonique Burton

3. Brief educational and employment history. (No narrative response is required if resume is attached.)
X Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Being an educator for the past 13 years qualifies me to be a member of an effective school board. My experience of working in urban and suburban school districts sets me apart from others. From my teaching and administrative experience, my knowledge base and skill set is efficient to assist with the development of an effective charter school.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
X Yes Don't know/Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I/we do not know any such trustees. X Yes

Professional

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 Yes
 I / we do not know any such persons.

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 Yes
 I / we do not anticipate conducting any such business.

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons.

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

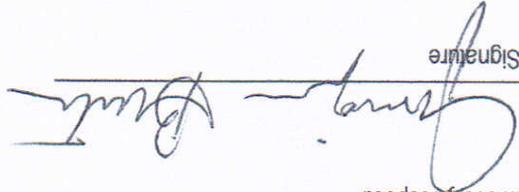
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Jonique Burton, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for The Promise Academy Charter School is true and correct in every respect.

Signature



Date

8/13/13

**BYLAWS OF
THE PROMISE ACADEMY INC.**

1. General

- 1.1. Name. The name of the corporation is The Promise Academy Inc. (the “Corporation”).
- 1.2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation’s initial registered office is 5118 Whisenand Dr., Indianapolis, Indiana 46254. The initial registered agent in charge of the initial registered office is Daria Parham.
- 1.3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June in the next succeeding year.
- 1.4. Tax Status. Notwithstanding any other provision of these Bylaws, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (2) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
- 1.5. Dissolution. In the event of dissolution, all remaining assets, after all debts and liabilities are satisfied, shall be used for educational purposes and be distributed to a qualifying 501(c)(3) organization. Any remaining funds received from the Indiana Department of Education shall be returned to the department not more than thirty (30) days after dissolution.

2. Board of Directors

2.1. Directors

- 2.1.1. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the “Articles”) and these Bylaws. The Board of Directors shall consist of at least seven (7) and not more than eleven (11) members. All members of the Board of Directors shall be residents of the State of Indiana, and at least sixty percent (60%) of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside.
- 2.1.2. At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the Board of Directors shall elect a new director to replace a director whose term will expire, or has expired, and each such new director shall serve for a term of three (3) years, or such other period as prescribed by the

directors at the time of such election, and until his or her successor is elected and qualified. A director may serve no more than three (3) consecutive terms.

2.1.3. Following the expiration of a director's final term, at least one (1) year must elapse before he or she again may be elected to the Board of Directors.

2.1.4. In order to ensure continuity among the directors of the Corporation, the terms of the members of the Board of Directors may be staggered as deemed necessary.

2.2. Quorum and Approval of Actions. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a quorum shall be deemed an act of the Board of Directors.

2.3. Regular Meetings. The Board of Directors shall hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors.

2.4. Special Meetings. Notwithstanding the preceding Section 2.3, the Board of Directors may hold special meetings for any lawful purpose upon not less than forty-eight (48) hours notice (excluding Saturdays, Sundays, and legal holidays), as described in Section 2.6. Special meetings may be called by the President of the Board or by two (2) or more members of the Board of Directors. A special meeting shall be held within the State of Indiana and the notice of the meeting shall specify the date, time, and place.

2.5. Emergency Meetings. In the event of an emergency, including but not limited to (1) an act of god; or (2) serious danger or threat of danger to students and/or staff, a special meeting may be called with little or no notice. Any actions taken by the Board will be treated as if taken at a regularly noticed meeting. A quorum must be present to initiate a vote.

2.6. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

2.7. Notice of Special Meetings. Written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Board, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least forty-eight (48) hours before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special

meeting. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

2.7.1. When received;

2.7.2. Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current records of the Corporation; or

2.7.3. On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee.

2.8. Waiver of Notice. Notice of a meeting may be waived in writing if signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting and does not vote for or assent to any action taken at the meeting.

2.9. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may be taken without a meeting if a written consent describing such action is signed by each director or committee member and if such written consent is included in the minutes or filed with the Corporation's records reflecting the action taken. Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent specifies a prior or subsequent effective date. A consent signed as described herein shall have the same effect as if approved at a meeting and may be described as such in any document.

2.10. Resignation, Removal, and Vacancies.

2.10.1. Any director may resign at any time by giving written notice of such resignation to the Board of Directors, the President, or the Secretary. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt. The acceptance of a resignation shall not be necessary to make it effective.

2.10.2. A director may be removed for cause by a majority of the directors then in office. Cause shall include, but shall not be limited to:

2.10.2.1. Violations of applicable law, including (but not limited to):

2.10.2.1.1. Violations of the Indiana Charter School Law;

2.10.2.1.2. Violations of Indiana or federal laws; or

2.10.2.1.3. Any actions that would jeopardize the tax-exempt status of the Corporation or would subject it to sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the “Code”).

2.10.2.2. Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.

2.10.2.3. Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.

2.10.2.4. Inadequate attendance at meetings of the Board of Directors, defined as absence from three consecutive meetings or from at least fifty percent (50%) of such meetings within one (1) calendar year.

2.10.3. Any vacancy on the Board of Directors created by the resignation or removal of a director shall be filled as soon as is practicable.

2.11. Educational Management Organizations. Should the Board of Directors elect to engage an educational management organization (“EMO”) to manage the operations of the charter school for which the Corporation is responsible (the “School”), no member of the Corporation’s Board of Directors may have any pecuniary interest in such EMO.

3. Officers

3.1. In General.

3.1.1. The officers of the Corporation shall consist of a President, Vice President, Secretary, Treasurer, and such other officers as the Board of Directors may otherwise elect. An officer may not simultaneously hold more than one office. Each officer shall be elected by the Board of Directors and shall serve for one (1) term, or such other period as prescribed by the directors at the time of such election, and until the officer’s successor is elected and qualified. An officer may be re-elected for a subsequent term, as prescribed herein, but may not serve in the same office for more than two (2) consecutive terms.

3.1.2. An officer shall be a member of the Board of Directors. Any officer may be removed by the Board of Directors at any time for cause as defined above. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

- 3.2. President. The President shall preside at all meetings of the Board of Directors and shall be responsible for implementing policies established by the Board of Directors. The President shall perform such other duties as the Board of Directors may prescribe.
- 3.3. Vice President. The Vice President shall assist the President and shall preside in place of the President at meetings when the President is absent. The Vice President shall assume the duties of the President when the President's office is vacant. The Vice President shall perform such other duties as the Board of Directors or the President may prescribe.
- 3.4. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and maintain a record of the minutes of all meetings of the Board of Directors. The Secretary shall send meeting notices and any other correspondence on behalf of the Corporation, where applicable. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the President may prescribe.
- 3.5. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall maintain any checks distributed to the Corporation and shall be responsible for drafting checks, where applicable, and until such time that the Corporation appoints another individual to oversee these duties. The Treasurer shall collect any revenue for the Corporation, where applicable, and deposit such revenue in the Corporation's designated financial account(s), until such time that the Corporation appoints another individual to oversee these duties. The Treasurer shall furnish, whenever requested by the Board of Directors or the President, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the President may prescribe.
- 3.6. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the President may prescribe.

4. Committees

- 4.1. Executive Committee. The Board of Directors may designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise the complete authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.
- 4.2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but are not required to be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

5. Ethics and Conflicts of Interest

- 5.1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in an ethical fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:
 - 5.1.1. Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
 - 5.1.2. Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (whether through blood relation or as a result of marriage), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their position with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
 - 5.1.3. If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director

shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

5.1.4. Directors, officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the director, officer, employee, or his or her relative owns a significant financial interest or by which such director, officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors.

5.1.5. The Board of Directors shall require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

5.2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

6. Indemnification

6.1. Indemnification by the Corporation. To the extent consistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding that is a direct result of the person's official or unofficial relationship with the Corporation or the person carrying out his or her authorized duties on behalf of the Corporation.

6.2. Indemnification by the Corporation. To the extent consistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding that is a direct result of the person's official or unofficial relationship with the Corporation or the person carrying out his or her authorized duties on behalf of the Corporation.

6.3) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful).

6.3. Definitions

6.3.1. As used in this Section 6, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

6.3.1.1. By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or

6.3.1.2. By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or

6.3.1.3. By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

6.3.2. As used in this Section 6, the terms "liability" and "expense" shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

6.4. Entitlement to Indemnification. Every person claiming indemnification pursuant to this Section shall be entitled thereto when (1) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the "referee"), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Sections 6.1 and 6.2; and (2) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before

the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee's findings that are within the possession or control of the Corporation.

- 6.5. Relationship to Other Rights. The right of indemnification provided in this Section 6 shall be in addition to any rights to which any person may otherwise be entitled.
- 6.6. Extent of Indemnification. Irrespective of the provisions of this Section 6, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by law, whether on account of past or future transactions.
- 6.7. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists), prior to the final disposition thereof, upon receipt of an undertaking by or on behalf of the recipient to repay such amount, unless he or she is entitled to indemnification. Should the Board of Directors vote to advance any such expenses, a written agreement shall be drafted and executed by all parties involved outlining the terms of such advance prior to any such advance.
- 6.8. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Section 6 and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

7. Contracts, Checks, Loans, Deposits and Gifts

- 7.1. Contracts. The Board of Directors may authorize one or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.
- 7.2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.
- 7.3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

7.4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank(s) or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

7.5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

8. Amendments. The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws must be approved in writing by the sponsor of the School (as the term "sponsor" is defined in IC 20-24-1-9) prior to the Board of Directors of the Corporation taking any action thereon.

**Victory Education Partners
Professional Services Agreement Term Sheet**

Duration of Agreement	The duration of the agreement is July 1, 2013-June 30, 2014, renewable each year.
Scope of Services to be Provided by Victory	Services to be provided include support for The Promise Academy (TPA)'s Finance/Accounting and Human Resources operations.
Fees and Payment	<p>TPA will pay in monthly invoiced installments outlined below:</p> <ul style="list-style-type: none"> • Finance/Accounting - \$4,225 per month • Human Resources - \$143 per employee per month <p>Payments are due on the 1st of the month for services delivered the previous month. If a payment is not received by the 7th of the month, Victory may apply a 2.5% late fee to all balances until Victory receives the past due amount.</p>
Third-Party Fees	All fees, costs and expenses, such as compensation costs, benefits payable, systems charges (e.g. bswift, PayChex, SafeSchool, Sterling, TransitChex, etc.) and employment taxes or related expenses (e.ge. FICA, workers' compensation, disability, etc.) will be billed to TPA in accordance with the applicable rate calculations set forth in the governing statute, relevant contract or any other document related to the transactions contemplated by the agreement.
Performance Evaluation Measures and Mechanisms	<p>TPA will evaluate Victory based on its ability to provide the services outlined in the contract, including:</p> <p>Human Resources:</p> <ul style="list-style-type: none"> • Talent Acquisition • New Hire Support • Benefits Administration • HR Systems and Access • HR Policies and Procedures • Risk Management • Professional Development and Management • Strategic Planning and Procedures <p>Finance/Accounting:</p> <ul style="list-style-type: none"> • Finance Services Accounting and Bookkeeping • Budgeting • Financial Statements and Reporting • Training • Audit and Compliance Support • Real Estate
Conditions for Termination	Victory and TPA each have the right to terminate the contract for any reason upon 60 days' prior written notice. Upon termination neither Victory nor TPA has any further obligation, except that TPA must pay Victory the amount owed for services provided. If all amounts are paid, Victory will return all documents and other property belonging to TPA. Victory reserves the right to suspend the delivery of services if there is a material breach of the agreement, if the breach is not cured within 10 days of TPA's notice of the breach. In this case, Victory may waive the 60 day termination notice.

[FORM]
PROFESSIONAL SERVICES AGREEMENT

THIS AGREEMENT (the "Agreement"), is entered into by and between Victory Schools, Inc., a Delaware corporation d/b/a Victory Education Partners ("Victory") with a principal place of business located at 18 West 18th Street 9th Fl., New York, New York 10011 and New York French American Charter School ("School"), located at _____ on this [] day of [___], 20__ (the "Effective Date").

WHEREAS, the board of trustees chaired by _____ operates a charter School in New York State; and

WHEREAS, the Charter School and Victory (collectively referred to herein as "the Parties"), desire to set forth the terms and conditions under which Victory shall provide to the Charter School with the Services (as defined below in Section 1);

NOW, THEREFORE, in consideration of the foregoing, the mutual promises herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto, intending to be legally bound, do hereby agree as follows:

1. Scope of Work. Starting July 1, 2012 and ending on June 30, 2013, Victory shall perform the services as set forth in Exhibit "A" (the "Services") to support School's human resources and finance/accounting operations. The Parties acknowledge and agree that any changes to the Services, and/or additional Services requested by School may result in an increase in the fees currently set forth below in Section 2.

2. Fees and Payment. In exchange for the Services, the Charter School shall pay to Victory an amount equal to the monthly invoiced installments (the "Victory Fee") of the service fees outlined in Exhibit "B. Payments are due on the first of the month for services delivered the previous month. The first payment shall be due to Victory on August 1, 2012. School shall direct all payments to Victory at the address written above. If a payment is not received by Victory by the 7th of the month, Victory shall apply a two and a half (2.5%) late fee to all unpaid balances until Victory receives the past due amount.

2.2 Third-party fees. All fees, costs and expenses, including, but not limited to, compensation costs, benefits payable, systems charges (e.g., bswift, PayChex, SafeSchool, Sterling, TransitChek, etc.) and employment taxes or related expenses (e.g., FICA, FUTA, SUI, workers' compensation, pension contributions, disability, medical, dental and life insurance, plan changes, etc.) shall be billed to client in accordance with the applicable rate calculations set forth in the governing statute, relevant contract or any other document related to the transactions contemplated by this Agreement. Notwithstanding anything contained in this Agreement to the contrary, it is hereby expressly agreed by the parties that Victory shall not be required to make any payments from its own funds on behalf of School pursuant to the terms of this Agreement. Further, School hereby agrees to prepay all fees, costs and expenses incurred in connection with

services provided by third party vendors (e.g., Cigna and VSP) on a monthly basis in an amount equal to at least one month's fees in advance of service delivery.

3. **Representations and Warranties.** Victory shall use commercially reasonable efforts to take, or cause to be taken, all actions necessary or proper to perform the Services. Notwithstanding the foregoing, Victory does not guarantee that its efforts will result in any government approvals for the Charter School.

4. **Limitations on Liability.** Neither party shall be liable to the other for any consequential, special or indirect damages (including loss of revenue, exemplary or treble damages, whether based in theories of contract, tort, strict liability or otherwise, and regardless of whether the party was on notice of such risk). Furthermore, without limiting a party's liability for direct damages caused by recklessness or intentional torts, neither party shall be liable to the other for any damages resulting from any form of negligence. In no event shall Victory's liability to the Charter School exceed the aggregate amount of Victory Fee received by Victory under this Agreement. Victory shall not be responsible for any damages which relate in any way to any materials, information and/or content on which Victory relies that is provided by the Charter School to Victory hereunder.

5. **Indemnification.** Each party shall indemnify, defend and hold harmless the other and its shareholders, officers, employees, agents, representatives and permitted successors and assigns from and against any and all third party claims, actions, causes of action, liabilities, losses, damages, costs or expenses, and resulting settlements, awards or judgments, including reasonable attorneys' fees and disbursements, which arise out of or relate to (i) a breach by such party of any of its representations, warranties or obligations under this Agreement or any addendum to this Agreement; or (ii) any actual or alleged infringement by such party of copyrights, trademarks, patents, trade secrets, or other intellectual property of any third party.

6. **Termination.** Victory and the Charter School each shall have the right to terminate this Agreement for any reason upon sixty (60) days' prior written notice. Upon termination, neither party shall have any further obligations to the other except that the Charter School shall have the obligation to pay to Victory any amounts owed for Services performed (including without limitation payment for any expenses incurred by Victory for any third party services on behalf of the Charter School) up to the date of termination. Provided all sums owed to Victory are paid in full, Victory agrees to return to the Charter School, immediately upon termination, all documents, files, and other property of any kind belonging to the Charter School. Victory reserves the right, in addition to all other rights and remedies it may have, to in its sole discretion, (i) suspend the delivery of any Services hereunder in the event of a material breach of this Agreement by the Charter School, if such breach is not cured within ten (10) days of the Charter School's receipt of notice of such breach, and (ii) waive the foregoing 60 day termination notice and terminate this Agreement at any time.

7. **Relationship of Parties.** Victory and its employees shall serve as independent contractors in rendering services under this Agreement and are not and shall not be the employees or servants of the Charter School.

8. **Miscellaneous.**

8.1 Governing Law. The Laws of the State of New York, without giving effect to its choice or conflict of law principles, govern all matters arising out of or relating to this Agreement or any of the transactions it contemplates, including, without limitation, its interpretation, construction, performance (including the details of performance), and enforcement.

8.2 Force Majeure. Neither party shall be responsible for any delay or failure to perform its obligations under this Agreement, if such delay or failure is due to acts of God, war, riot, embargoes, acts of civil or military authorities, fire, earthquake, or floods beyond the reasonable control of the affected party; provided however, when such an event occurs, the affected party shall promptly give written notice to the other party, and such notice shall include a description of the event and the affected party's best estimate of the length of time such event will prevent performance.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement as of [____] _____, 2012.

CHARTER SCHOOL

By: _____

Board Chair

Date: _____

VICTORY EDUCATION PARTNERS

By: _____

James K. Stovall, Esq.

Chief Executive Officer

Date: _____

Exhibit "A" – Services for Human Resources

Victory shall provide the following services to School:

Talent Acquisition

- Job Descriptions
- Screening Questions
- Online Application
- Job Postings
- Pre-Employment Background Checks (Set-Up, Reviewing, and Compliance)

New Hire Support

- Onboarding Process and Procedures Development
- New Hire Onboarding Management (Payroll Set-Up, Benefits Enrollment, I-9's, Background Checks, New Hire Orientation, etc)
- Communication Materials Development (Recruitment, Onboarding, Open Enrollment, etc.)
- Employee Offer Letter And Employment Agreement Templates
- Teacher Certification Assessment and Checklist

Benefits Administration

- Broker Services and Management
- Benefits Set-Up, Implementation, Plan and Provider Management
- Billing Reconciliation and Remittance
- Benefits Administration (Plan Renewals, ERISA Compliance, 5500 Filing, etc.)
- Benefits Enrollment (including remittance to carriers)
- Benefits Orientation (Medical, Dental, Vision, FSA, Transit, 401(k) - annually)
- Time Off and Leave Processing (Request, Approvals, STD, LTD, & FMLA)
- Compensation Guidance

HR Systems & Access

- HR Systems Implementation, Training, and Support
- Employee Portal and Self Service (Payroll Set-Up, Direct Deposit, Online Paystubs, W-2s, etc.)
- Business Manager Portal
- Online Benefits Enrollment System
- Fee Negotiation
- PAYROLL
- Payroll Set-Up (Organizational Structure, Company Code, Taxes, Deductions, W-2s, /1099, GL, etc.)
- Time and Labor System Set-Up
- Payroll Training
- Payroll Processing (Review, Submission, Release, etc.)
- Payroll Calendar Creation
- Payroll Reports (Standard Reports)

HR Policies & Procedures

- Employee Handbook
- Policies and Procedures
- Background Checks
- Personnel File Guidelines (Set-Up and Annual Audit Support)
- Employee Relations Consultation
- Labor Law Posters
- FMLA Administration
- Termination and Off Boarding Assistance and Guidance
- Human Resources Templates and Forms

Risk Management

- Liability Insurance Acquisition and Set-Up
- Workers Compensation Acquisition and Administration
- COBRA Administration
- SafeSchools

Professional Development & Management

- Principal and Business Manager Orientation and Training (2 session per year)
- Principal and Business Manager Supervision and Performance Management Guidance
- Performance Management Tool Set-Up and Guidance
- Performance Templates

Strategic Planning & Procedures

- Dashboards and Metrics
- Employee Surveys

Exhibit "A" – Services for Finance and Accounting

Finance Services Accounting & Bookkeeping

- Revenue Verification and Collection
- Accounts Payable Processing
- General Ledger Recording
- QuickBooks Online Set-up
- Chart of Accounts Set-up

Budgeting

- Annual Budget Preparation
- Monthly Budget Forecasting
- Budget Revisions

Financial Statements & Reporting

- Monthly Financial Statement Preparation
- Annual Financial Statements and Book Closings
- Monthly Financial Statement Analysis
- Cash Flow Management
- Local, State, and Federal Reporting
- Bank Reconciliations
- Grant Tracking and Financial Reporting

Training

- Grant Reporting Training
- Fiscal Reporting Training
- Deposit & Disbursement Training
- QuickBooks Online Training

Audit & Compliance Support

- Annual Audit Preparation
- Financial Policies and Procedures Manual
- IRS Form 990 Support
- Compliance Reporting Training

Real Estate

- Construction Financing Oversight (including bond issuance, tax credits and conventional lending)
- Multi-phase Facility Representation (negotiations, acquisition, construction)

Exhibit "B" – Victory Fees for Human Resources

<u># of employees</u>			<u>Fee/employee/month</u>
Up	to	13	\$150
14	to	26	\$143
27	to	39	\$135
40	to	52	\$129
53	to	65	\$122
66	to	78	\$116

*

*Projected Fees are an estimate only.

The monthly Victory Fee shall be established upon the Effective Date of this Agreement based on the number of employees in the client's participating group. The fee (i) may be adjusted based upon increases in the number of employees; provided, however, that the fee may not be adjusted below such fee established on the Effective Date, and (ii) shall be reviewed annually on the anniversary date of this Agreement and, if applicable, adjusted going forward to reflect the number of employees or changes in the rate schedule of any applicable service providers.

The 2012 fee rates ("Fee Rates") for administrative services to be provided and listed above shall apply to client payrolls commencing on the Victory platform during the 2012 calendar year. All rates are subject to change prior to entering into a contract at any time.

Exhibit "B" – Victory Fees for Finance and Accounting

1.) Accounting & Bookkeeping Services						\$19,300	*
2.) Budgeting						\$8,500	
3.) Financial Statements & Reporting						\$14,900	
4.) Audit & Compliance Support						\$7,000	
5.) Training						\$1,000	
6.) Real Estate Support						optional	
						Total Finance:	\$50,700

*Projected Fees are an estimate only.



APPLICATION FOR CERTIFICATE OF AUTHORITY OF A FOREIGN CORPORATION

State Form 38784 (R11 / 4-12) Corporate Form 112
Approved by State Board of Accounts, 1995

CONNIE LAWSON
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington Street, Room E018
Indianapolis, Indiana 46204
Telephone: (317) 232-6576

- NOTES:** 1. An Original Certificate of Existence duly authenticated by the proper authority from corporation's domiciliary state within the last sixty (60) days must be submitted with this application.
2. A Registered Agent with an Indiana street address (not a PO BOX) must be listed in ARTICLE III.

Indiana Code 23-1-49-1 et seq.
23-1-49-3

Filing Fee: \$90.00

- INSTRUCTIONS:** 1. Use 8 1/2" x 11" white paper for attachments.
2. Present original and one copy to address in the upper right corner of this form.
3. Please TYPE or PRINT.
4. Please visit our office on the web at www.sos.in.gov.

APPLICATION FOR CERTIFICATE OF AUTHORITY OF

Victory Schools Inc.

A FOREIGN CORPORATION

TO TRANSACT BUSINESS IN THE STATE OF INDIANA

The undersigned officer of the above corporation which was formed as:

A general business corporation A professional corporation

desiring to effectuate the admittance of the Corporation to transact business in the State of Indiana, certifies the following facts:

ARTICLE I: Name		
Name of Corporation (Must be identical to name shown in Articles of Incorporation and Amendments thereto)		
Victory Schools Inc.		
ARTICLE II: Address of Corporation		
Address of the principal office of corporation (Number and street, city, state and ZIP code)		
22 W. 19th Street, 9th Floor, New York, NY 10011		
ARTICLE III: Registered Office and Registered Agent		
Name of the Registered Agent of the corporation (cannot be the corporation itself)		
New Corporate Research, LTD		
Indiana address of the registered office of corporation (Number and street, city; P.O. Box not accepted)		INDIANA ZIP code
5217 Palisade Court, Indianapolis		46237
ARTICLE IV: Date and State of Incorporation and Duration of Existence		
Date of incorporation in domiciliary state (month, day, year):		State of Incorporation
March, 09, 1999		Delaware
Expected period of duration listed in the Articles of Incorporation (perpetual, term of years or date certain e.g. December 31, 2050)		
perpetual		
ARTICLE V: Corporate Officers		
The names and business addresses of the officers of the Corporation:		
Name	Title	Address (Number, street, city, state and ZIP code)
James Stovall	President, Secretary	22 W. 19th Street, 9th Floor, New York, NY 10011
Paul Augello	Treasurer	22 W. 19th Street, 9th Floor, New York, NY 10011

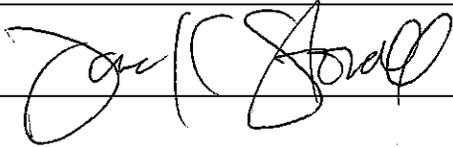
The names and business addresses of the Board of Directors of the Corporation are as follows:

Name	Address (Number, street, city, state and ZIP code)
Steven Klinsky	787, 7th Avenue, 49th Floor, New York, NY 10019
James Stovall	22 W. 19th Street, 9th Floor, New York, NY 10011
Paul Augello	22 W. 19th Street, 9th Floor, New York, NY 10011

In witness whereof, the undersigned being the President of said Corporation executes this
(Title: officer or Chairman of Board)

Application for Certificate of Authority, and verifies subject to penalties of perjury, that the facts contained herein are true this 13 day
of March, 20 13.

Signature



Printed name

James Stovall



BUSINESS PLAN

January 2013



Table of Contents

EXECUTIVE SUMMARY	1
OVERVIEW OF VICTORY EDUCATION PARTNERS	3
CHARTER SCHOOL BACK OFFICE CHALLENGE	8
BACK OFFICE SERVICES	11
VICTORY'S MODEL FOR GROWTH	15
SENIOR MANAGEMENT TEAM	18
COMPETITION	20
OVERVIEW	20
COMPETITIVE POSITION	21
STRATEGIC POSITION	23
COMPANY STRENGTHS	23
MARKET AND INDUSTRY OPPORTUNITIES	25
RISK ASSESSMENT	25
SALES AND MARKETING PLAN	27
BRAND MESSAGE	27
MARKETING VEHICLES	27
SALES FORCE STRUCTURE	28
ORGANIZATION	29
ORGANIZATIONAL STRUCTURE	29
METRICS	30
FINANCIALS	32
APPENDICES	33
APPENDIX A: SCHOOL PARTNERS	34
APPENDIX B: SOCIAL RESPONSIBILITY INDEX	36
APPENDIX C: FINANCIAL PLAN	38



EXECUTIVE SUMMARY

Victory is a pioneer and leader in public education. In just fifteen years, Victory has spearheaded the opening of the first group of public charter schools in New York State; led high profile “turn-arounds” of low performing public schools for large urban school districts; and provided dozens of community groups with the academic, operational, and financial services needed to start and grow high-performing public charter schools.

Victory’s work started in 1999 in New York, and over the years the organization has slowly expanded into New Jersey, Philadelphia, Chicago, Baltimore, and Delaware. Most importantly, we have helped provide an outstanding education to thousands of low-income students. Many of these students are now in college.

Since 2010, Victory has transitioned from being an education management organization that offered independent charter schools only one, comprehensive service. Today, Victory now offers independent charter schools customized, a la carte services in the following functional areas:

- (i) finance/accounting
- (ii) human resources/benefits administration
- (iii) academics, including student assessment and leadership coaching
- (iv) information technology
- (v) school operations

Over the last three years Victory has refined its service delivery model; identified and retained experienced, talented professionals to support our independent charter school clients; focused our work by narrowing our services to three geographic regions (New York City/Newark, Chicago, and Philadelphia); and helped support the creation and growth of 11 additional high performing schools. Today, Victory is now regarded as one of the leading charter school service and support organizations in the Northeast.

Now Victory is at a strategic turning point, with an opportunity to fulfill its long-term vision: ensuring that every child in America has access to a high performing public charter school in his or her own neighborhood. Victory’s refined strategy will help effectuate this vision by calling for the expansion of Victory’s services and support to independent charter schools in a limited number of cities in the Northeast and Midwest.

Equally as important, Victory’s strategy requires that, as the organization expands into new markets, it focuses exclusively on two service areas: finance/accounting and human resources/benefits administration. This strategy builds on Victory’s core competencies in these two functional areas, as well as the organization’s experience and knowledge from its work thus far with independent charter schools.



Victory has already seen evidence that its strategy of working with independent charter schools in these two functional areas can create positive change, and, ultimately, higher performing independent charter schools. For example, Victory has helped several charter schools arrange low-cost financing, enabling them to build multi-million dollar new school facilities for their students. Similarly, Victory has saved charter schools tens and thousands of dollars on health care benefits each year.

To implement its strategy and achieve its ultimate vision for helping to create great charter schools for all American children, Victory plans to grow significantly in the next five years. Specifically, Victory hopes to provide services and support to upwards of 120 independent charter schools by 2018.

Growth will occur primarily in two strategic geographies: the Northeast (New York, New Jersey, Philadelphia, and Washington, D.C.) and the Midwest (Chicago, Indianapolis, and Detroit). Focusing on a select number of geographies will enable Victory to create economics of scale, brand awareness and, most importantly, a robust, client-centric service and support delivery model.

Victory's growth will occur in two phases. In the first phase, Victory will strengthen and build the organization in anticipation of further growth. In the second phase, the organization will refine and implement the strategy to reach Victory's full potential. The second phase will include strategic checkpoints bi-annually, during which time Victory will assess its progress and impact, and re-evaluate its strategy.

To manage the expansion, Victory will realign its organization by creating regional offices in each of the geographic regions in which it will operate. The organization's home office in New York will set strategy, manage quality, and provide support to the regional offices, which in turn will implement Victory's systems and processes, manage quality, and provide day-to-day support for client-schools.

To reach 120 schools Victory will fund its expansion from its current operations and, if required, an existing line of credit. Funds primarily will be used to hire additional staff, to secure office space and supplies, and to market the organization in new regions.

By implementing this new strategy, Victory can build an organization that, at scale, will help independent charter schools provide a high quality education to approximately 36,000 students in 120 schools in six states. Ultimately, Victory's work will make a fundamental difference in the lives of children throughout our great nation.



ORGANIZATION DESCRIPTION

Overview of Victory Education Partners

Founding of Victory

Victory Education Partners¹ (“Victory”) was founded in 1999 by a New York education philanthropist. Victory has been a leading advocate for improvements in public education for well over ten years. In 1999, the founder of Victory wrote and organized the application for New York State’s first charter school, the Sisulu-Walker Charter School in Harlem. His community partner in the effort was Dr. Wyatt Tee Walker, a distinguished civil rights leader, minister, and author who was formerly Executive Director of the Southern Christian Leadership Conference, Chief of Staff to Dr. Martin Luther King, and senior pastor of the Canaan Baptist Church in Harlem.

Vision

By 2030, Victory wants every child in America to be able to attend a high performing public charter school in his or her own neighborhood.

Mission

To help communities create great public schools.

Victory was founded specifically to serve as an educational and administrative advisor to the Sisulu-Walker school and other public charter schools like it. From the beginning, Victory’s mission has been “to create great schools for America’s children,” with a philosophy that all children deserve a high quality public education as a basic civil right, and that all children can succeed. Victory has never been against anyone or anything. Rather, it has been for great schools for all children, and has sought to combine the best practices of the public and private sectors together to achieve this end.

The Sisulu-Walker School (with Victory’s funding and support) opened on September 8, 1999. The kindergarten class that entered Sisulu that day graduated six years later as fifth graders, achieving the highest fifth grade reading and math scores of any charter school in New York State, and with scores approximately twice as high as those in the neighboring traditional public schools. The school has continued to be an academic success since then. Notably, Sisulu-Walker has achieved its results with far, far less funding per child than any traditional public school in Harlem.

In 1999, Victory’s founder also wrote and organized the application for the first charter school on Long Island, Roosevelt Children’s Academy in Roosevelt, Long Island. In 2000, Victory also funded and supported the first new charter school to open in Queens, Merrick Academy. As the years have gone on, Victory has helped create other highly successful charter schools in New York, Chicago, Philadelphia, and Newark.

¹ Originally founded as Victory Schools, the organization changed its name to Victory Education Partners in 2010 to make clear that the organization functions primarily as a consulting and advisory firm to charter schools, and does not generally own or manage schools.

Victory: An Innovator

Victory has been an innovator in other ways as well. For example, Victory was the first, or one of the first, educational advisors to work for a teacher's union. In 2001, Victory was retained by the Baltimore Teachers Union and the City of Baltimore to preserve union jobs and to save a troubled Baltimore middle school from state takeover. The project was successful, and Sharon Blake, President of the Baltimore Teachers Union later said, "With Victory's assistance, we were able to avert a pending State takeover and retain local control of Baltimore's public schools. Victory's actions helped prevent the loss of 40 union jobs that would have occurred in this instance and facilitated an 11 percent pay increase for these members. Moreover, we view this as an opportunity to create new models for our schools and to implement exemplary best practices that will shape the way we approach learning outcomes."

Victory has been a leader in dual-language education, supporting the creation of the South Bronx Charter School for International Culture and the Arts (a dual language elementary school) and the Bronx Global Learning Institute for Girls (a single gender, dual language elementary school).

Victory has been a leader in special education, as well. For example, Victory has assisted the Hope Institute Learning Academy in Chicago, a school which is specifically designed to serve autistic children. Public charter schools working with Victory accept all children without regard to ability or disability, and since 1999, have emphasized an inclusionary approach designed to bring children into the academic mainstream.

Victory is a leader in public charter school turnarounds. In 2006, Victory was retained to help the New Covenant charter school in Albany, which had been performing disastrously from 1999 to 2006. Over the next three years, Victory helped raise New Covenant's reading scores from 28% to 67% and its math scores from 57% to 80%. By 2009, New Covenant outscored the Albany district itself with a free and reduced lunch rate of 93% at New Covenant versus 67% for Albany overall. Victory has achieved similar results at a

Values

Great Educational Options for All

Above all, we value equal access to a high quality education. Everything we do is in support of this key value.

People

We value each of our team members and we believe we achieve the greatest results by working together. We are loyal to each other and willing to place collective goals ahead of individual interests.

Performance

We aim for high results and act with unshakable integrity. We are truthful, fair, and trustworthy in all aspects of our work. We hold ourselves and our clients to the highest accountability and ethical standards.

Partnerships

We are dedicated to working with diverse communities, leaders, and partners who share our vision for the future of education. We deliver consistently excellent service to our clients, satisfy their requirements, and honor commitments that we have made.



turnaround charter school on Chicago's south side.

Victory is also a leader in turnarounds for school districts, working on behalf of the Philadelphia School System to turn around historically failing and violent public district elementary, middle, and high schools in Philadelphia. A study by Harvard University found that the work of Victory in this context had much stronger academic results than the parallel efforts of the University of Pennsylvania, Temple University, and others. "The clearest finding ... is that for-profit management was more effective at raising student achievement in math than nonprofit management." The study also found, "For-profits also outperformed the nonprofits in securing gains in reading achievement."

Victory's Role and Services

Victory assists each school as an educational advisory firm, and is hired and discharged by each school's Board of Trustees in the same way that a law firm, accounting firm, consulting firm, or architecture firm is hired and fired. Victory serves at the will of the Board, and the Board is free to accept or reject Victory's advice. Victory's scope of work is agreed upon by the Board ahead of time, is disclosed publicly in the school's filings and application, and is known unambiguously to all regulators.

Victory believes it is unique relative to other educational advisors in New York State in two ways. First, Victory provides a wider and deeper set of services than most other similar organizations. Second, Victory believes that it provides these services with greater cost efficiency, as evidenced by the fact that the Victory model allows local community groups to achieve highly successful schools and academic scores even without wealthy Board members, co-location in traditional public school buildings, or philanthropic support.

The range of services that Victory can provide a school is very extensive and includes:

- Writing the multi-hundred page charter application and the many hundreds of pages of other regulatory documents and reports.
- Creating the school's curriculum; tying it to State standards; and customizing it for the specific goals of each Board.
- Arranging food services; nursing services; bus services; admission lottery services; payroll services; criminal background checks; insurance services; retirement, health, and dental plans; financial audits; and so on.
- Designing the schools' technology, communications, and computer infrastructure systems.
- Recruiting and recommending a school principal for the Board selection.
- Helping the principal recruit and retain a full school staff.
- Providing extensive professional development for the school's staff before each school year begins, and sending professional developers and trainers into every school multiple times each week on average during the school year.
- Providing the school with proprietary student diagnostic and student tracking systems.



- Preparing extensive financial reports, analyses and budgets on the board's behalf each month.
- Preparing customized financial analyses.
- Assisting the schools to obtain school construction loans from banks and municipal lenders.
- Providing loans from Victory itself as a lender of last resort if no other third party lender is willing to accept the loan risk.
- Organizing regulatory review presentations; securing renewal of the charter when possible.
- Providing other services and support as needed.

In essence, Victory is able to provide well-intentioned local community members with a turnkey way to open an academically successful and financially solvent charter school that the community group itself will control. The leading Board members at almost all Victory-supported schools are African-Americans or Hispanic-Americans hailing from the communities in which the schools are located.

We believe educational philanthropy is commendable, and Victory's founder and team members are themselves active donors to multiple educational causes. However, the fact that Victory-supported schools can succeed without philanthropy or wealthy patrons allows a broader group of community members to create public charter schools. It means that charity dollars (a scarce resource) are not spent unnecessarily, and are left free and available for other worthwhile social causes. Also, schools that succeed without depending on philanthropy are easier to replicate, and are better able to survive periods when philanthropy may dry up or become scarce. Because they succeed with fewer funding and real estate advantages than traditional public schools, they demonstrate the clearest and most obviously affordable path for traditional public schools to emulate.

In explaining the breadth and costs of Victory's services, it is also important to make clear that there are functions that Victory does not provide and for which it cannot be considered responsible. First, Victory is not a real estate firm and does not itself choose, build, design, or maintain real estate or school buildings. Second, Victory does not decide what union contract demands should be accepted or rejected. Many teachers at charter schools supported by Victory are unionized teachers, working pursuant to the contracts entered into by the same Board or school districts that Victory serves. Third, Victory is not a bank and does not seek to make loans to any school. Victory has made some loans in the past at the school's request, but only when no other lender was willing to accept the risk and make the loan.

As one of the oldest and most successful national charter organizations, Victory has a unique perspective on the public charter school movement and has seen firsthand what works and what does not. We have seen reform movements, and we have championed reform. We have worked for teachers' unions and with teachers' unions. We have been a



part of turnaround schools, and we have helped create new schools from the ground up. Ultimately, the only thing that matters to us is this question: are our students learning, thriving, and succeeding? We believe the answer is clear. We have helped schools to educate thousands of students, and we know the children are better off because of it.

This is what we do: we create and enable schools to teach kids. We give public schools and teachers a way to provide children with the best education possible. And we make sure our communities have a voice in their children's future. Together, we help build a stronger future for everyone.

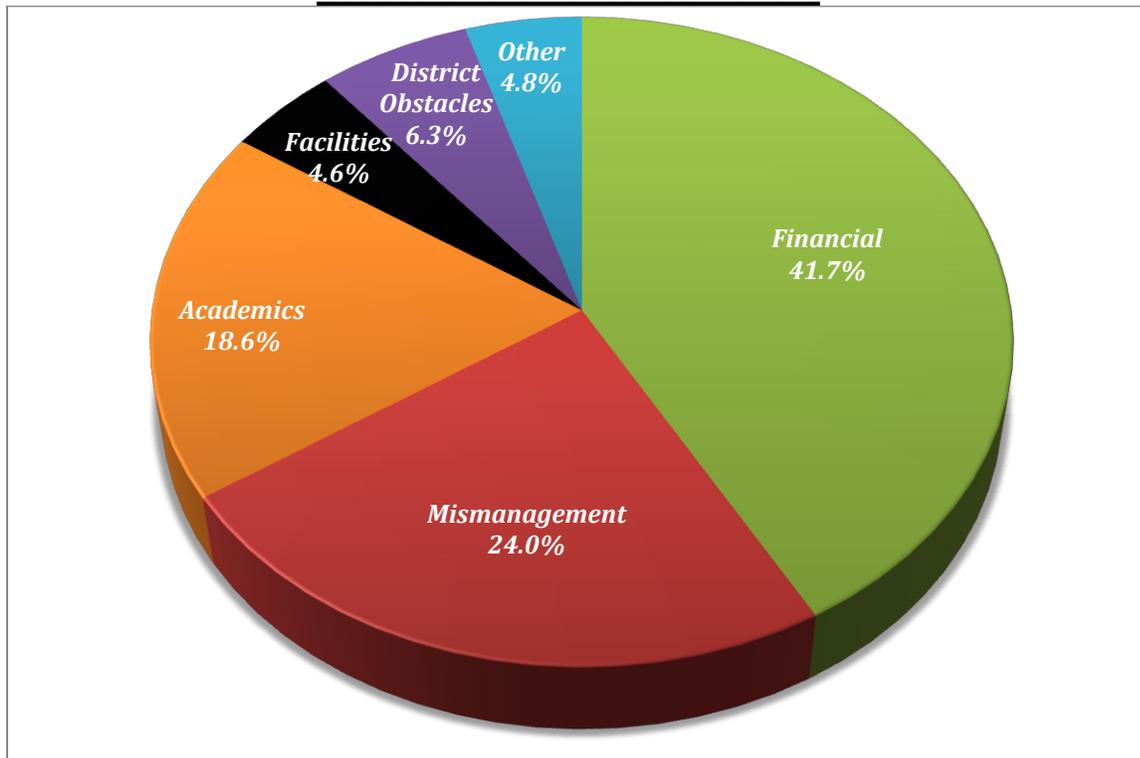
Our Partners

Victory has provided consulting, advisory or management services to nearly 30 charter schools and five public school districts over the course of our 14 year history. Appendix A provides a representative list of charter schools that currently partner with Victory.

Charter School Back Office Challenge

Nationally, more than 80% of charter schools that close do so because of deficiencies in finance, governance, and other operational areas.² Many people fail to realize that charter schools are not only educational institutions but they are rapidly expanding organizations that manage hundreds of thousands to millions of dollars, and have a responsibility to the tax-payers that fund them. Financial mismanagement can severely impair a school’s academic program and put a school’s charter in danger. Prudent management of a school’s finances will enhance a school’s academic program.

Causes of Charter School Failure



Victory helps charter schools avoid the pitfalls of mismanagement by providing unsurpassed expertise and support across a range of functional areas that charter schools need to master in order to operate at a high level.

For twenty years, charter schools have been at the forefront of the education reform movement, and the charter school model as a whole can be considered a great success. But despite the model’s success, many promising charter schools have run into issues

² The State of Charter Schools, The Center for Reform Education, December 2011



and failures, most of them on the financial management and operational side. Most charter school founders and operators are educators, not lawyers, benefits administrators, or finance managers. Innocent errors in benefits administration, budgets, or accounts payable have led to significant challenges, often hindering a school's success. In the worst cases, charter schools have been forced to close their doors, even though they were academically successful. Victory's goal is to prevent financial and operational issues by providing charter schools with a range of cost-effective, high-quality business services.

Back Office Problems at Independent Charter Schools

The problem is particularly acute for independent charter schools. Independent charter schools are charter schools that are unaffiliated with charter management organizations (CMOs) or education management organizations (EMOs). These independent charter schools are typically resource-constrained because they do not have the financial backing and operational efficiencies of a CMO or EMO. The lack of resources makes the pursuit of academic, operational, and financial excellence a daunting challenge for resource-independent charter schools.

Generally speaking, independent charter schools, unlike charter schools affiliated with CMOs or EMOs, do not have a "central office" for financial, reporting, compliance, and operational support. As a result, independent charter school leaders and staff must excel at both academic and operations management, with limited available funds to hire experienced office staff and leverage economies of scale and technology accordingly.

Independent charter schools typically face the following challenges:

- Limited access to capital and other resources.
- Programs and policies are typically developed "from scratch" to meet specific community needs but this puts pressure on the schools to "get it right" from the start or risk losing their charter.
- Educators and administrators in independent charter schools often exist in isolation and lack the opportunities to communicate and collaborate with peers.
- No CMO or EMO to "backstop" if the school makes serious financial or operational mistakes

Victory's Back Office Support

Today, Victory is one of largest providers of back office services to independent charter schools in the Northeast. Our nearly 50 employees and consultants support more than 25 independent schools in the Northeast and several others in the Midwest. With continual growth and outreach into other areas of the country, Victory currently provides Back Office services in the New York, New Jersey, Philadelphia, and Chicago.

Victory is committed to empowering independent charter schools and their leaders to create and lead academically successful charter schools, and Victory has the experience,



personnel, and resources to make it happen. With our background in charter school development, budgeting, human resources, benefits administration, school operations, and financial management, Victory can free charter schools to lead their teams toward their core mission: educating students.

Victory's story began about fourteen years ago when the very first charter school in New York State sought out the organization's founder for advice and counsel in setting up the new charter school's back office operations. After helping to establish Sisulu-Walker Charter School of Harlem, Victory's founder mobilized his passion for the charter school movement, and assembled a team of professionals to provide back office support to independent charter schools. We are now one of the nation's premier back office service providers to independent charter schools, and we are poised for expansion as the independent charter school market continues to grow.



Back Office Services

Victory's mission-driven and experienced team is equipped to help independent charter schools with all of their back office needs. However, as Victory grows we intend to focus on leveraging our core strengths in the two most critical back office functional areas: (i) finance and accounting, and (ii) human resources and benefits administration.

Our history has informed our knowledge that finance and accounting, as well as human resources and benefits administration are the two areas in which independent charter schools struggle the most. Accordingly, independent charter schools recognize the value of outside expertise and support in these two areas, and are highly likely to outsource these two functions to firms like Victory.

Finance & Accounting

Victory offers complete financial management, accounting, and bookkeeping services for independent charter schools. Our team of experts works collaboratively with a school's Board, leadership, and business manager to develop procedures, manuals, and financial standard operating procedures. Victory also provides fiscal oversight and auditing support, which, like all of our financial services, are tailored to complement the skills and experience of the school's business management staff. Since 1999, our unmatched expertise and services have ensured fiscal health and responsibility at dozens of schools throughout the country.

Specific Finance & Accounting Services:

Accounts Payable

- Training on cash management, including opening bank accounts, maintaining daily balances & reconciliations
- Training on purchase order production & reconciliation process
- Check processing & housing, including wire transfers and inter-account transfers

Financial Reporting & Budgeting

- Establish QuickBooks (online) accounting system and provide training to designated staff member
- Creation of a pre-opening budget, in collaboration with board, with authorizer-specific templates
- Establishment of a chart of accounts in the accounting system
- Recommendations of edits & modify chart of accounts as needed
- Development of a Board approved budget for each school year with input from Board & executive leadership
- Recommendations of changes & modify budget as needed throughout the year
- Preparation of quarterly & annual financial statement for authorizer's review



- Coordination of grant reporting process, and advising designated school personnel on grant management & administration
- Strategic planning annual/multi-year budgeting for Board (i.e. real estate, staffing changes, etc.)
- Presentation of financial reports to Finance Committee and/or Board of Trustees

General Accounting

- Maintenance and analysis of general ledger and entries to properly record financial activities
- Payroll expenses & associated expenses (taxes, fees, etc.)
- Ongoing support for designated staff member
- Audit preparation
- Preparation for Initial Statement of Financial Controls
- Provide auditors with information requested for Form 990 (if applicable)
- Preparation for onsite testing of documentation by the auditors
- Close books for the end of the fiscal year
- Preparation of all requested schedules, working with auditors until completion
- Review and recommendation of edits for draft of financial statements & audit report
- Meet with auditors prior to submission of finalized financial statements
- Scheduling of audits, including all balance sheet reconciliations & payroll reconciliations

Payroll

- School-based payroll system (Organizational Structure, Company Code, Taxes, Deductions, W-2s,/1099, GL, etc.) set-up
- Time & labor system set-up
- Training on payroll administration, including vendor management & system maintenance
- Management of payroll administration process, including vendor management & system maintenance
- Management of payroll pay cycle process, including review, submission, release
- Creation of a school-specific payroll calendar
- Preparation of payroll reports (standard reports)

Ultimately, Victory is much more than a financial and accounting service provider for independent charter schools. We are a trusted partner, offering sound assistance and guidance in accounting and finance. For more than a dozen years, independent charter schools have come to consider us their “full-service CFO.” From accounting and internal controls to accounts payable and facilities financing, our expertise helps independent charter schools get started smoothly and continue operating efficiently. That peace of mind allows educators to devote their time and energy where it really belongs—in the classroom.



Human Resources & Benefits Administration

Victory offers comprehensive human resources and benefits administration support for independent charter schools. Our staff works to provide the best benefit rates and packages for charter schools. Victory also develops and administers human resources policies and procedures. By providing these critical HR and benefit functions, we can help relieve a charter school's administrative burden, and enable a school to save significant amounts of money that can be redirected to improve the education of more children.

Specific Human Resources Services:

HR Systems & Access

- Employee portal & self-service (payroll set-up, direct deposit, online paystubs, W-2s, etc.)
- Online benefits enrollment system

HR Policies & Procedures

- Development of employee handbook
- Policies & procedures
- Background checks & compliance tracking
- Personnel file guidelines (set-up & annual audit support)
- Employee relations consultation
- Labor law posters
- FMLA administration
- Termination & off boarding assistance & guidance
- Human resources templates & forms

Risk Management

- Liability insurance acquisition & set-up
- Workers compensation acquisition & administration
- COBRA administration

Professional Development & Management

- Principal & business manager orientation & training
- Principal & business manager supervision & performance management guidance
- Performance management tool set-up & guidance
- Performance templates

New Hire Support

- Onboarding process & procedures development
- New hire onboarding implementation & support (payroll set-up, benefits enrollment, I-9s, background checks, new hire orientation, etc.)
- Communication materials development (recruitment, onboarding, open enrollment)



- Employee offer letter & employment agreement templates
- Teacher certification assessment & checklist

Benefits Administration

- Broker services & management
- Benefits set-up, implementation, plan & provider management
- Billing reconciliation & remittance
- Benefits administration (plan renewals, ERISA compliance, 5500 filing, etc.)
- Benefits enrollment (including remittance to carriers)
- Benefits orientation (medical, dental, vision, FSA, transit, 401(k))
- Time off & leave processing (requests, approvals, STD, LTD, & FMLA)
- Compensation guidance

Strategic Planning & Reporting

- Development of HR dashboards & metrics
- Creation of employee surveys

Managing Health Care Costs

All independent charter schools start with the goal of providing the children they serve with an excellent education. To make this dream into reality, motivated and highly trained teachers are necessary. To recruit and retain the very best teachers in today's highly competitive education market, independent charter schools must offer a competitive employee benefits package that offers affordable health insurance and a 401(k) plan, at minimum.

Victory enables independent charter schools to do just that. We provide employee benefits administrative services customized to meet a charter school's needs. Victory can help independent charter schools design an employee benefits package that will enable them to compete with CMOs and EMOs for the best teachers, while meeting their financial and academic objectives. Because Victory administers these employee benefits programs, our partners and their employees can simply relax and reap the rewards while we take care of the details.

Perhaps most importantly, in choosing health insurance plans offered through Victory, not only will an independent charter school enjoy affordable health insurance rates, but the school will have peace of mind knowing that Victory has had average annual health insurance rate increases that are substantially lower than the charter school average. Ultimately, our charter school-leading employee benefits management service enables our charter school partners to better contain employee health insurance costs. Every dollar that independent charter schools can save on health care costs is a dollar that can go back into the classroom.



Victory's Model for Growth

To accomplish its strategy, Victory plans to grow its finance and human resources business primarily in two strategic geographic areas: Northeast (New York, New Jersey, Philadelphia, Washington, DC) and Midwest (Chicago, Indiana, Detroit). These areas all serve a high number of public charter school students and have experienced extreme growth in the number of students served by charter schools over the past years. The below charts demonstrate these areas from a market share report issued by the National Alliance for Public Charter Schools in November 2012. New York City, Detroit, Philadelphia, and DC are all in the top 10 nationally of districts serving the highest number of public charter school students.

DISTRICTS SERVING THE HIGHEST NUMBER OF PUBLIC CHARTER SCHOOL STUDENTS

NAPCS also identified districts where the highest number of students are enrolled in public charter schools. The table below shows the results for the 2011-2012 school year.

Rank	School District	State	Charter Enrollment	Non-Charter Enrollment	Total District Enrollment	Charter Market Share	Rank and Charter Enrollment in 2011
1.	Los Angeles Unified School District	CA	98,576	562,725	661,301	15%	#1 and 79,385
2.	New York City Department of Education	NY	48,057	970,760	1,018,817	5%	#4 and 38,743
3.	Detroit Public Schools	MI	47,086	66,626	113,712	41%	#2 and 45,073
4.	The School District of Philadelphia	PA	46,801	154,262	201,063	23%	#3 and 40,322
5.	Chicago Public Schools	IL	44,870	358,515	403,385	11%	#5 and 37,909
6.	Miami-Dade County Public Schools	FL	41,767	308,460	350,227	12%	#7 and 35,380
7.	Houston Independent School District	TX	40,549	188,025	228,574	18%	#6 and 37,499
8.	New Orleans Public School System	LA	32,597	10,098	42,695	76%	#9 and 27,728
9.	District of Columbia Public Schools	DC	31,562	45,191	76,753	41%	#8 and 29,366
10.	Broward County Public Schools	FL	30,438	228,695	259,133	12%	#10 and 24,150

DISTRICTS WITH THE HIGHEST GROWTH OF PUBLIC CHARTER SCHOOL STUDENTS

This report also includes a list of districts with the largest growth in the number of public charter students enrolled (this list was selected from the 50 districts with the most public charter school students enrolled; see the districts in Appendix B).

Rank	School District	State	Charter Market Share	2010-2011 Charter Enrollment	2011-2012 Charter Enrollment	Increase in Charter Enrollment	% Growth in Charter Enrollment
1.	Clark County School District	NV	2%	4,433	7,271	2,838	64%
2.	Hillsborough County Public Schools	FL	5%	6,207	9,452	3,245	52%
3.	Dallas Independent School District	TX	12%	15,522	20,709	5,187	33%
	Phoenix Union High School District	AZ	22%	5,622	7,472	1,850	33%
4.	Gilbert Public Schools	AZ	13%	4,382	5,718	1,336	30%
5.	Atlanta Public Schools	GA	10%	4,088	5,260	1,172	29%
6.	Broward County Public Schools	FL	12%	24,150	30,438	6,288	26%
7.	Los Angeles Unified School District	CA	15%	79,385	98,576	19,191	24%
	New York City Department of Education	NY	5%	38,743	48,057	9,314	24%
8.	Boston Public Schools	MA	10%	5,202	6,423	1,221	23%
9.	Memphis City School	TN	6%	5,405	6,549	1,144	21%
10.	Minneapolis Public Schools	MN	21%	7,761	9,339	1,578	20%

Strategic Clusters: Northeast and Midwest

Victory believes that geographic concentration is essential to delivering high quality services, ensuring operational efficacy, and maximizing potential impact. Providing services to new schools in a single geographic area allows us to easily replicate successful models and experiences. Word of mouth among satisfied clients will help Victory fulfill its mission and help solve the charter school back office challenge. In



addition, servicing a cluster of schools in an area is also more likely to spark change in the system simply because it will have a greater presence and share of mind among educators, legislators, and parents.

The organization has selected two geographic areas on which to focus: the Northeast (which includes New York, New Jersey, Philadelphia, and Washington, DC) and the Midwest (which includes Chicago, Detroit, and Indiana). Victory already has a presence in New York, Philadelphia, and Chicago. Victory envisions that it will provide services to approximately 20 schools in each geographic area. Each area will be built at a moderate pace, over about five years.

Individually, each geographic area will enable Victory to maximize the success of the independent charter schools it supports. These selected geographies:

- 1) Have a demonstrated need,
- 2) Fit with Victory's mission and values, and
- 3) Are places where implementation is possible.

Demonstrated Need

Victory wants every child in America to be able to attend a high performing public charter school or traditional public school in his or her own neighborhood. As a result, Victory targets geographic areas where children are not well served by the existing educational system. The school districts, schools, and neighborhoods that Victory serves have 1) a high degree of poverty, 2) a number of local public schools with histories of poor academic performance, and 3) a high percentage of students with special needs.

Fit with Victory's Mission and Values

These two target geographic areas will maximize Victory's ability to execute its mission and values. Victory seeks to partner with independent charter schools so that we can help to build their capacity to operate successful schools and produce great outcomes for students.

Ability to Implement

Each of the selected geographic areas has conditions that will make it possible to develop strategic clusters of independent charter schools that Victory advises and supports. Victory's ability to implement is influenced by many factors including: state and district support to open and continue to grow charter schools, and the ability of Victory to effectively partner with independent charter schools in need of back office support. Although each geographic area poses its own unique challenges, Victory believes it will be able to execute its strategy in each of the chosen areas.



Phases of Growth of the Organization

Phase One: Planning

The objective of Phase One is to build an organization capable of supporting its growth plans. This phase is a strategic planning period. Main activities during this phase include: refining the services Victory will provide, restructuring the management team, a SWOT analysis, and a market analysis.

Phase Two: Execution

The objective of Phase Two is to reach 20 schools in each geographic region within five years. Growth will be staged with frequent checkpoints in order to ensure the organization's strategy is refined as needed. As Victory implements its growth plan, the organization's management will monitor metrics and milestones to determine the organization's progress and ensure high quality services are being delivered to its clients.



Senior Management Team

Our senior management team consists of professionals with significant experience in our two core back office service areas of charter school finance and human resources. In addition to deep subject matter knowledge in finance and human resources, each senior leader has at least five years of charter school and education experience. Our senior leadership team has been and will continue to be crucial to Victory's success as a high-growth organization in a rapidly growing industry.

The senior team includes:

James Stovall, Chief Executive Officer

Joining Victory shortly after its founding, James previously served as the organization's general counsel. James is a graduate of the highly regarded Broad Foundation Residency in Urban Education, a two-year management program for those seeking to help reform urban school districts. He is a Board member of the Chicago Schools Performance Group and a former Board member of the New York Chapter of the Black Alliance for Educational Options. He is a *magna cum laude* graduate of Howard University and a graduate of Howard University School of Law, where he was a member of the Law Review.

Paul Augello, Chief Financial Officer

Before joining Victory in 2003, Paul served as North America Controller of Initiative Media at Interpublic Group of Companies and General Audit Supervisor for The New York Times Company. Earlier in his career, Paul was a Senior Accountant with the publishing company Random House and the accounting firm Deloitte, where he earned his CPA.

Greg Foster, Managing Director, Strategy and Performance Management

Prior to joining Victory, Greg was Regional Director of Operations for Achievement First, and has held senior marketing and product leadership roles at Scholastic, ConnectEDU, and TestU. Born and raised in Memphis, Greg holds an M.B.A. from the Amos Tuck School of Business at Dartmouth College and a B.A. in Economics from Rhodes College.

Antonia Christian, Senior Director of Human Resources

Prior to joining Victory, Antonia was Director of Human Resources for Uncommon Schools. There, she improved employee benefit plans, implemented a new web-based HR system, and strengthened employee relations, policies and procedures at Uncommon's 16 charter schools in the northeast. Before joining Uncommon Schools, Antonia was a Human Capital Manager at Global Partnership Schools in New York. Before that, she spent over 10 years at another charter management organization in various human resources capacities. Antonia holds a BA from Hunter College in political science and is a member of the New York Charter Schools HR roundtable.



Josh Moreau, Senior Director of Accounting

Before joining Victory in 2006, Josh was a corporate accountant/analyst for Baker Hughes. There he worked on preparation and analysis of financial statements along with coordinating and preparing annual and quarterly plans. Josh spent four years previously as Director of Accounting at Victory and most recently worked as a Senior Consultant at Charter School Business Management, managing the financial and accounting functions for many charter schools in New York City. Josh holds a degree in Accounting and Finance from DePaul University in Chicago.

Maggie Johnson, Human Resources Director

Prior to joining Victory, Maggie was vice president of human resources for Community Education Centers. There she worked on labor relations matters, talent management and employee relation issues, to name a few. She also redesigned the firm's health plans, which achieved \$3 million in savings and provided employees with more benefit choices. Maggie was senior director of HR at RSM McGladrey, the 5th largest US public accounting and consulting firm. There, Maggie was responsible for redesigning the HR department and developing incentive compensation programs. Maggie is a certified Senior Professional in Human Resources.



Competition

Overview

Victory primarily competes with accounting and financial service firms, as well as benefit brokers and outsourced human resource service companies that operate both locally and nationally. Several types of organizations provide these services, including statewide agencies, nonprofit organizations, and for profit companies. Most of these organizations operate within specific geographic regions, primarily in regions with large numbers of charter schools.

The following is a list of the four companies who service a significant number of charter schools in each category:

Accounting and Financial Services

Charter School Business Management Inc. (CSBM): CSBM was launched in March 2006. CSBM provides charter schools with finance, operations and human resource support. CSBM services school primarily in New York but also works with schools in Louisiana, Illinois, Georgia, and Massachusetts.

RAZA Consulting Group (RAZA): RAZA is a national management-consulting firm serving charter schools, nonprofits, and small businesses. RAZA provides strategic assistance to establish new schools, improve entrepreneurship and strengthen organizational leadership. RAZA works with over 20 schools in several states including Louisiana, Michigan, Missouri, New York, Oklahoma, and Texas.

EdTec: EdTec was founded in 2001 to develop, support, and advance quality charter schools. EdTec supports charter schools across a range of services including charter development, back-office business services, school software solutions, and school performance and educational support. EdTec services clients in California, Arizona, Florida, Illinois, Tennessee, Oklahoma, and Nevada.

4th Sector Solutions Inc: 4th Sector Solutions was founded in 2008. 4th Sector supports charter schools with expansion and replication, finance and accounting, organizational capacity building, real estate, and technology. 4th Sector services clients in Louisiana, Washington DC, and New York.

Benefit Brokers & Outsourced HR Providers

EBNY Charter Insure: Charter Insure is a full-service insurance brokerage firm exclusively dedicated to charter schools nationally.

Magii-Inc: Magii is an insurance brokerage firm that serves charter schools in New York.



Austin & Co, Inc.: Austin & Co provides commercial and business insurance, employee benefits, and HR consulting services to more than 200 education related institutions including charter schools.

HR Knowledge: HR Knowledge is Massachusetts based company that provides outsourced human resource services to start-ups, mid-sized businesses, independent schools, charter schools, college and universities and nonprofit organizations.

Competitive Position

Victory's unique strengths and business strategy differentiates us from our competitors based on three criteria:

- 1) Experience with Independent Charter Schools
- 2) Expertise in areas of Finance and Human Resources/Benefits Administration
- 3) Customer Satisfaction & Results

Experience with Charter Schools

Victory has been focused on providing services to independent charter schools for nearly fifteen years. Victory has provided full-management services, partial-management services, and advisory services to independent charter schools in several regions of the country. Over the years Victory has provided a wider and deeper set of services than almost any other organization in the country, and has worked with a greater variety of public schools scenarios (union and non-union schools, district turnarounds, start-up schools, and turnaround schools, as well as elementary, middle, and high schools). Our varied and thorough experience in a variety of settings makes us unique, and is a key point of difference between Victory and many other organizations.

Expertise

Collectively, our leadership team has 70 years of combined experience working with charter schools. Our team includes financial and academic experts, school leaders, and former Philadelphia and New York charter school authorizers who have worked for high-performing organizations within the education reform movement. In addition, many members of our management team hail from some of the nation's most acclaimed CMOs, including Achievement First and Uncommon Schools.

Customer Satisfaction & Results

Since our inception in 1999, every full-service charter school client in Victory has ever had has voluntarily chosen to renew their agreement with Victory at the end of the initial contract period. Most importantly, independent charter schools associated with Victory have outperformed their local district, City and State average on state exams. For example, since 2008-09, independent charter schools established with Victory's support have outperformed their local districts 84% of time in state reading exams and 90% of the time on state math exams.



Strategic Position

Company Strengths

For over a decade, Victory has provided finance/accounting and human resources/benefits administrative services to independent charter schools in New York, New Jersey, Philadelphia and Chicago. Victory supports charter schools from start-up through maturity, and is an expert in supporting the unique visions of school leaders and their communities.

Victory's Strengths

Unparalleled Independent Charter School Financial Services Experience & Expertise:

- Victory has helped launched and worked for more than two dozen charter schools in New York, New Jersey, Philadelphia, and Chicago
- Victory is trusted to manage more than \$55 million in school finances this year
- More than 550 school-based employees depend on Victory for payroll
- Victory was one of two EMO/CMOs to advise the largest New York State charter school authorizer on the budget /financial reporting template, which is still in use
- Our schools are operated with a high degree of fiscal integrity: 100% of schools that partner with Victory's financial services have been awarded clean audits for the past 12 years
- Our schools are sustainable, i.e., all of our partner charter schools operate without philanthropy.
- Close working relationships with charter authorizers in Philadelphia, NY, and Chicago
- Experience supporting schools at every phase of development from application, to start-up, to full-scale
- Victory has significant experience in supporting relationships between charter schools and the bond market – helping both institutions achieve their goals
 - In 2006, Victory assisted in the takeover and dissolution of New Covenant Charter School in Albany, NY, minimizing losses for bondholders
 - In 2010, Victory provided real estate and financial services in support of a \$12 million bond sale to finance a new school building
 - In 2011, Victory facilitated the closing of a \$7M bond sale for a second year charter school in Hempstead, New York

Quality, Cost-Effective Benefits:

- In 2011-12, Victory lowered total annual premium costs by 16% and dental premium costs by 5% while lowering employee out of pocket expenses for partner schools



Best Talent in the Business:

- Collectively, our leadership team has 70 years of combined experience working with charter schools.
- Experienced Team from Uncommon Schools; Achievement First; AUSL; KIPP; Rocketship; TFA; the Broad Residency; and the New York City's Charter Schools Office
- Team includes financial and academic experts, school leaders, and former Philadelphia and New York charter school authorizers
- Senior team members do the day-to-day work with our clients, ensuring the highest level of expertise to meet your needs.

Our Experience

- Union & Non-Union Schools
- District Turnarounds (Baltimore & Philadelphia)
- Charter School Start-up and Turnarounds
- Elementary, Middle and High Schools

Our Impact

- Our schools serve over 5,300 children every day in New York, Chicago, Newark & Philadelphia; 83% of all partner schools' students receive free or reduced lunch
- Top Charter School in Chicago Two Years in a Row: Highest-ranking elementary charter school on 2011 and 2012 ISAT
- Highest-ranked Charter School in Both Westchester County and Nassau County, New York
- Schools outperform these districts by nearly 40 percentage points
- 6 of 7 NYC Charter Schools Outperformed Local District on 2011-12 NY State ELA and Math Exams
- Schools outperform neighborhood schools by 16 percentage points
- Since 2008-09, Charter Schools Established By Victory Have Outperformed Their Local Districts 84% of Time in ELA and 90% of Time in Math

Client Partner Satisfaction

- Since our inception in 1999, every full-service charter school client in has voluntarily chosen to renew their agreement with Victory at the end of the initial contract period
- Nearly 80% of our non-full service clients have voluntarily chosen to increase their services from Victory during or after the initial contract period.



Market and Industry Opportunities

Growth of Independent Charter Schools

For the past 20 years, the public charter school movement has been a leading the way in innovation and education reform, and has been the fastest-growing sector of America's public education system. The demand for charter schools continues, and several cities (New Orleans, Detroit, and Washington, D.C.)³ have more than 40% charter market share. This continued growth of charter schools will increase the demand for the types of services Victory provides to independent charter schools.

Need For Strong Financial and HR Management of Charter Schools

Nationally, more than 80% of charter schools that close do so because of deficiencies in finance, governance, and other operational areas.⁴ Finding strong talent to run schools is essential to successful schools. Many independent charter schools struggle to find this talent to lead their finance, operations, and human resources. Accordingly, Victory's services will be needed to support effective financial management and human resource services at independent charter schools in the future.

Risk Assessment

Victory's success will depend on its ability to manage three major risk factors:

Organizational capability: building the systems, infrastructure and staffing at its Home Office and Regional Offices, as required to support organizational objectives.

Victory must have a strong organizational infrastructure capable of consistently supporting a growing number of independent charter schools. Without it, the quality of Victory's services may decrease or become more variable, our results for schools could plateau or decline, and Victory staff could burnout. Because organizational capability is so foundational to the strategy, building organizational capacity is the primary focus of Phase One. Victory will mitigate this risk by: developing competencies across its core systems; expanding management and staff; providing extensive professional development; and modifying the organizational structure for growth.

Service Quality: consistently executing high-quality, value-added services to clients as the organization scales.

Exceptional results across the system are essential to the organization's success. This requires consistent execution of Victory's financial and human resources

³ National Alliance for Public Charter Schools report: "A Growing Movement: America's Largest Charter School Communities", November 2012.

⁴ The State of Charter Schools, The Center for Reform Education, December 2011



platform and services. Failure to do so could lead to client dissatisfaction, client departures, pressure from charter school authorizers, and eventually financial problems. Victory will maintain educational quality with:

- *Clearly Defined Performance Metrics:* All levels in the organization are held accountable for results on clearly defined metrics related to client satisfaction, employee development, organizational effectiveness, and financial stability
- *Management through Data:* Data from a variety of outputs are used regularly to refine delivery of services and to evaluate Victory staff.
- *Management by Walking Around:* Senior management is visibly present at client schools, as appropriate, and working with clients to provide on-site support. The new regional structure will increase management's ability to monitor performance "on-the-ground" in each region.

Talent Management: attracting, developing, and retaining high quality educators and administrators who are able to provide high level services to clients.

Victory's ability to identify, develop and retain seasoned finance and human resource professionals with charter school experience is crucial to the organization's success. Accordingly, Victory has created a system to attract, select, develop, inspire, and reward the best talent in the charter school space. Victory tends to attract professionals interested in working in more accountable, innovative, collaborative environments through self-selection. In addition, Victory uses both more personal methods of recruiting (e.g. relationships, word-of-mouth, and presentations) than standard print methods of recruitment (i.e. classified advertisements, Internet postings, and job announcements through local credentialing programs). Victory uses a rigorous multiple-stage approach to selection that includes: a resume screen; interview with a site hiring committee (comprised of Victory senior, mid-level and junior management); writing sample; skills test; and reference checks.

Once professionals are hired, Victory invests deeply in developing those individuals, including: one full week of training; several workshops throughout their first year; coaching by a senior member of the management team; and access to external training. Compensation for Victory professionals is very competitive with competitors, and pay increases are based on multiple measures of performance, including client growth, client satisfaction, and supervisor evaluations. Additionally, benefits are better than those offered by most competitors. As a rapidly growing organization, Victory provides a faster career path for those with aspirations for professional advancement.



Sales and Marketing Plan

Brand Message

Victory provides unsurpassed finance and human resources support services to independent public charter schools. We empower school leaders to realize their vision of creating, building and sustaining high performing schools that meet the unique needs of their community. Our work supports our vision—access for all children to high performing local public schools—and contributes to the education reform movement’s progress in creating excellent education options for all children, which we believe is *the* civil rights issue of the 21st century.

Marketing Vehicles

Victory utilizes a variety of marketing vehicles to reach prospective independent charter school partner clients. Our years of experience, expertise, and a track record of success in helping charter school leaders achieve their unique visions is what truly sets us apart from other service providers. To date, we have helped to create, advise, and support over two dozen schools educating thousands of school children each day.

Word of Mouth/Client Referrals

Word of mouth promotion/client referral is Victory’s most frequently used marketing channel. After nearly 15 years of providing quality support services for charter schools, Victory has generated a reputation as trusted partner that places a school’s unique vision ahead of our own. This unique position represents a key selling feature and the primary reason why independent charter schools choose Victory. Nearly 80% of our non-full service clients have voluntarily chosen to increase their services from Victory during or after the initial contract period.

Website

Victory’s website provides a means for prospective clients to understand how we work (i.e., with their vision, not ours), to showcase our expertise, and to communicate our impact. In addition, we use the website to collect leads and to conduct e-marketing campaigns.

Panel Presentations/Technical Workshops

As an expert in the charter school market, Victory has been invited by the National Alliance of Public Charter Schools and local charter school resource centers to sit on expert panels as well as host training workshops for charter school leaders. We have found workshops and speaking engagements a viable avenue to meet with prospective clients, and to generate sales leads.



Conference exhibits

Beginning in 2013, Victory will promote its services by exhibiting at state-wide charter school conferences and the National Alliance of Public Charter Schools conference to expand our reach.

Direct Mail/E-Mail Campaigns

Beginning in 2013, Victory will also experiment with direct mail and e-mail campaigns to charter school leaders in certain key markets.

Sales Force Structure

Victory maintains an in-house sales force, which means that our sales representatives are under the direct control of management. This structure allows our management team more control over the activities of sales representatives. This allows Victory to better manage growth so as not to overextend our ability to service existing client partners.

Currently, two employees have “sales-only” responsibilities. However, each member of the senior leadership team has a sales goal in addition to their service responsibilities. From the CEO to our collection of Managing Directors, each is tasked with identifying new opportunities to provide our services.

As Victory expands into each market, Victory will deploy a local sales and operations team that will market our services and deliver our services in that local market. Victory fundamentally believes that we must have “boots on the ground” in every market we serve in order to deliver the highest level of service to our clients. Accordingly, our expansion strategy envisions establishing a Home Office (New York) and Regional Office structure. The next section describes this structure in more detail.



Organization

Organizational Structure

As the organization grows and evolves, Victory will shift towards a matrix organization with both a home office and regional offices to balance the need for both consistency and local control. Under the new structure, the Home Office will set strategy and design core systems and processes, as well as provide some services that are best managed centrally. The Regional Offices will lead local new client sales and development, as well as provide local delivery of services to existing clients.

Reporting relationships in the matrix

In this matrix organization, many Regional Office positions will have dual reporting responsibilities, both regional and functional. The Regional Vice Presidents will have primary responsibility for daily management, guidance, staff development and performance management. However, to maintain consistency and quality across regions, Home Office staff with functional expertise will work closely with these individuals and will provide input into performance evaluations.

Evolution towards the matrix organization

Victory will migrate to a matrix organization over the course of several years. This will enable the organization to capitalize on the expertise that individuals have already developed, and pass on institutional knowledge in a more methodical way. It will also provide the opportunity to work through the natural challenges of dual reporting relationships. Pragmatically, it is also necessary because individual geographic regions will take time to build to full scale, and having Regional Offices and the Home Office share personnel will be more cost-effective.

Metrics

Victory’s metrics serve two important purposes: to track progress towards the organization’s direct impact and ultimate goal, and to measure and communicate success. Having measurable results is crucial to Victory’s ability to attract new clients.

Victory will track both outcome metrics that measure the direct results of Victory’s work towards its goals, and impact metrics that measure the long-term results Victory hopes to see from its work. By mapping these metrics to its strategy, Victory is able to test its assumptions, communicate its achievements, and effectively partner with schools. In addition to the outcome and impact metrics, Victory also uses internal metrics to track the effectiveness of its processes, staff, and activities.

Measuring Direct Impact

Outcome Metrics	Impact Metrics
<ul style="list-style-type: none"> • Demand for Victory’s services <ul style="list-style-type: none"> ○ Number of new schools who sign up for services ○ Existing clients renew contract with Victory annually • Properly managed budgets and financial systems <ul style="list-style-type: none"> ○ Financial solvency ○ Clean audits • Each school delivers consistently superior results <ul style="list-style-type: none"> ○ ELA/Math scores ○ Writing levels ○ High school graduation rates ○ College matriculation rates ○ College graduation rates ○ Staff retention ○ Staff satisfaction 	<ul style="list-style-type: none"> • All Victory supported schools demonstrate superior achievement <ul style="list-style-type: none"> ○ ELA/Math scores ○ Writing levels ○ High school graduation rates ○ College matriculation rates ○ College graduation rates

Balanced Scorecard

Victory will use a Balanced Scorecard approach to align business activities to the vision and strategy of the organization, improve internal and external communications, and monitor organization performance against strategic goals. The Balanced Scorecard incorporates non-financial performance measures and traditional financial metrics to give Victory’s management team a more 'balanced' view of organizational performance.



Victory will produce metrics based on the four perspectives of the Balanced Scorecard:

- **Financial:** "How do the schools look to public funders, tax payers, and private funders?"
- **Customer:** "How do customers see us?"
- **Internal business processes:** "What must we excel at?"
- **Learning and growth:** "How can we continue to improve and create value?"

The approach will enable Victory to:

- Translate the vision into operational goals;
- Communicate the vision and link it to individual performance;
- Assist with business planning;
- Provide feedback and continuous learning, and adjust the strategy accordingly.

Balanced Scorecard Metrics

Perspective	Outcome Metrics
Financial	<ul style="list-style-type: none"> • School solvency • Timely financial reporting and compliance • Clean financial audits • Continuation of funding • Financial sustainability of the school on public funds • Financial reserves
Customer	<ul style="list-style-type: none"> • New business development • Continuation of existing customers • Positive customer ratings and recommendations
Internal Business Processes	<ul style="list-style-type: none"> • Best practices adopted • New products or services delivered to client • Commitments to clients are met
Learning and Growth	<ul style="list-style-type: none"> • Employee retention and satisfaction • Improved employee competencies • Ability to recruit and retain talent



Financials

Total Financial Requirements

At approximately 120 schools (assuming minimal client losses), Victory would earn fees for the organization's services totally approximately \$9.6 million, offset by expenses totally approximately \$4.7 million. These figures do not include home office expenses incurred in development and on-going support of the regional offices. See Exhibit C for a Five Year Growth Plan.

Sustainability

Based on our current growth plans, Victory's new strategic venture will reach the point of sustainability in Year 2. At that point, projected revenue will exceed expenses. The venture's start-up and scale-up costs, as well as any shortfalls that may be incurred, will be funded by Victory's general operating cash reserves or, if necessary or prudent, through the use of Victory's line of credit with its bank.



Appendices



Appendix A: School Partners

New York and New Jersey

Representative Partners as of January 2013 (year indicates when school opened):

- Sisulu-Walker Charter School of Harlem, New York, NY, 1999
- Bronx Global Learning Institute for Girls Charter School, Brooklyn, NY, 2008
- Merrick Academy- Queens Public Charter School, Queens, NY, 2000
- The Academy Charter School, Hempstead, NY, 2009
- New Hope Academy Charter School, Brooklyn, NY, 2010
- New World Preparatory Charter School, Staten Island, NY, 2010
- Academic Leadership Charter School, Bronx, NY, 2011
- Challenge Charter Network, Queens, NY, 2011
- Charter School of Educational Excellence, Yonkers, NY, 2005
- New York City Charter High School for Architecture, Engineering & Construction Industries, Bronx, NY, 2008
- South Bronx Charter School for Int'l Cultures and the Arts, Bronx, NY, 2005
- Staten Island Community Charter School, Staten Island, NY, 2011
- TFOA – Professional Preparatory Charter School, Brooklyn, NY, 2011
- French American Charter School, Harlem 2010
- 100 Legacy Charter School, Newark, 2012

Chicago

Victory was selected by Chicago International Charter School (CICS) to start its Irving Park Campus and to take over management of its Basil Campus in 2007. In 2011 CICS awarded Victory with full-service management responsibilities for the Avalon and Washington Park campuses starting in the 2011-12 school year. The way Victory works in Chicago is different than the advisory model we use in New York. In Chicago “management” accurately describes how Victory works with its CICS schools because we are responsible for establishing the academic approach, and all school-based employees ultimately report to Victory.

Full-Service Management Partners as of January 2013 (year indicates when partnership began):

- CICS-Avalon Campus, Chicago, IL, 2011
- CICS-Basil Campus, Chicago, IL, 2007
- CICS-Irving Park Campus, Chicago, IL, 2007
- CICS-Washington Park Campus, Chicago, IL, 2011



Philadelphia, PA

In 2007, Victory partnered with community activists to open the Southwest Leadership Academy. Victory provided full-service management to the school for its first four years and now provides customized services, specifically in finance and accounting, and human resources, as Southwest Leadership Academy has grown and taken more of its operations in-house.



Appendix B: Social Responsibility Index

Social Responsibility Index (As of July 2012)

Overview

- Victory currently supports 9 charter schools in New York State (7 in NYC).
- Victory works exclusively for community-based, neighborhood organizations and non-profits (e.g. The 100 Hispanic Women, Project Hospitality and 100 Black Men) who hire us to help them create charter schools based on *their* vision and plans.
- Since 1999, Victory has helped more than a dozen community groups establish new charter schools in neighborhoods in Harlem, the South Bronx, East Flatbush Brooklyn, Staten Island, Southeast Queens, Yonkers and Hempstead.
- Several New York State charter schools started with Victory's help are union-led, and Victory has worked directly with traditional, union-led public schools in Baltimore and Philadelphia.

Academics

- On the 2011-12 New York State ELA and math exams, 6 of 7 (86%) charter schools supported by Victory outperformed their home districts.
- Over the last three years, charter schools that Victory helped to establish have outperformed their local districts 84% (43/51) of the time in ELA and 90% (46/51) of the time in math.
- Over the last five years charter schools established with Victory's support have outperformed their districts 76% (57/75) of the time in ELA and 79% (59/75) of the time in math.

Satisfaction

- Since our inception in 1999, every full-service charter school client in New York has voluntarily chosen to renew their agreement with Victory at the end of the initial contract period.
- Nearly 80% of our non-full service clients in New York State have voluntarily chosen to increase their services from Victory during or after the initial contract period.

Finance

- Our schools are operated with a high degree of fiscal integrity: 100% of schools that partner with Victory have been awarded clean audits for 12 years in a row.



- Our schools are sustainable: All of our partner charter schools in New York State operate *without* philanthropy.

Co-Location

- 7 out of 9 charter schools that work with Victory occupy privately leased or owned space, rather than using New York City Department of Education-provided “co-location” space (compared to just 40% of charter schools in NYC).

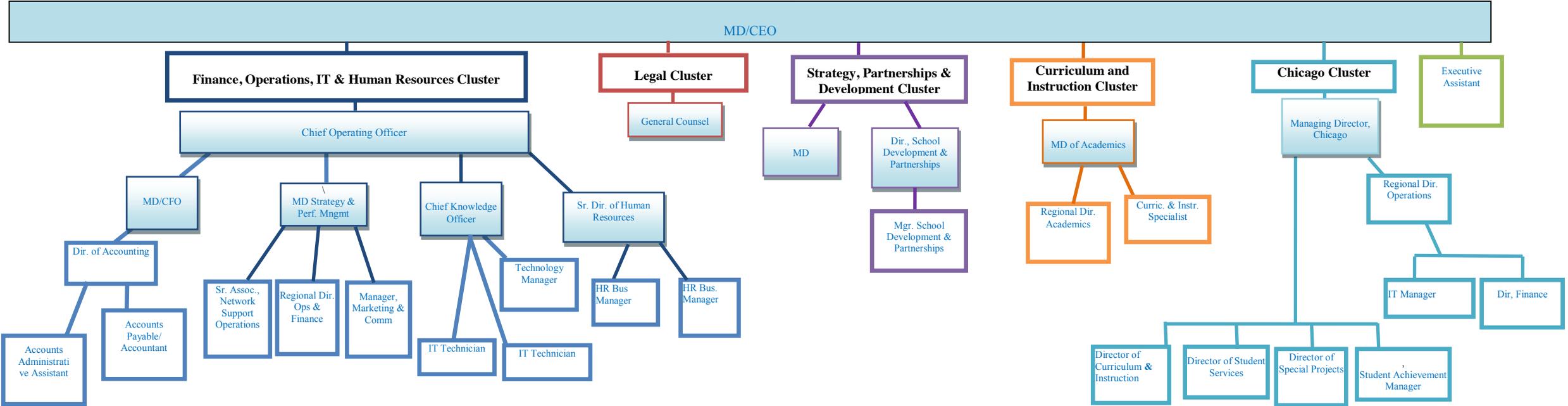
Economic Impact

- Investing in Communities: In the last five years alone, Victory has worked to garner capital investments of approximately \$30M for school construction and facility improvements for schools we partner with, all of which are located in lower-income communities:
 - \$15 million at the Community Charter School of Excellence in Yonkers.
 - \$12 million at The Academy Charter School in Hempstead.
 - \$2 million at Merrick Academy in Queens.
 - \$2 million at the Grand Concourse Academy Charter School in the Bronx.
 - Other smaller capital improvements at facilities in Harlem, Brooklyn, the Bronx and Queens.
- Since 1999, charter schools managed or supported by Victory have paid more than \$22M to community-based landlords in rent and lease payments to occupy facilities in primarily low- income communities.
- Creating Jobs: More than 475 people are currently employed at charter schools in the New York City metropolitan area that would not have opened without Victory’s support. In the last two years alone, our new and expanding partner charter schools have added 100 new jobs.
- Placing resources in Community Control: Over the last 11 years, community-based charter school boards in New York State, Chicago and Philadelphia supported by Victory have allocated \$340 million in operating revenue to support their schools’ missions -- that’s well over a *quarter of a billion dollars* being steered by community-based people close to the students being served, instead of a central bureaucracy.

Appendix C: Five Year Growth Plan

Victory Education Partners, Inc. Regional Finance/HR Projections For Years Ending June 30										
SCHOOLS (per Region)	13/14SY	14/15SY	15/16SY	16/17SY	17/18SY	Notes				
Midwest										
Illinois	3	6	10	16	20					
Indiana	3	6	10	16	20					
Michigan	0	4	8	15	20					
Midwest										
New York	3	8	14	16	20					
New Jersey	1	6	12	16	20					
Pennsylvania	1	6	12	16	20					
TOTAL SCHOOLS	11	36	66	94	118					*Assumes 99% client retention
REVENUE										
Finance	495,000	1,647,351	3,068,035	4,482,978	5,744,648					*Assumes \$45,000 per school; this grows 2% each year
Human Resources	336,600	1,120,199	2,086,264	3,048,425	3,906,360					*Assumes 30 employees per school @ \$85/EE/month; this grows 2% each year
TOTAL REVENUE	831,600	2,767,550	5,154,299	7,531,403	9,651,008					
EXPENSES										
Personnel										
Regional - IL	100,000	103,000	106,090	109,273	112,551					*Assumes 3% COLA adjustment each year
Regional - IN	100,000	103,000	106,090	109,273	112,551					
Regional - MI	-	103,000	106,090	109,273	112,551					
Regional - NY	100,000	103,000	106,090	109,273	112,551					
Regional - NJ	-	103,000	106,090	109,273	112,551					
Regional - PA	100,000	103,000	106,090	109,273	112,551					
Staff - IL	60,000	123,600	189,808	259,002	333,772					
Staff - IN	60,000	123,600	189,808	259,002	333,772					
Staff - MI	-	61,800	126,154	193,439	266,242					
Staff - NY	60,000	185,400	190,962	196,691	269,592					
Staff - NJ	60,000	123,600	127,308	194,627	267,466					
Staff - PA	-	61,800	126,154	193,439	266,242					*Number of employees year over year is 8, 17, 20, 25, 31
Total Personnel	640,000	1,297,800	1,524,234	1,887,461	2,346,085					
Payroll Taxes	73,600	149,247	175,287	217,058	269,800					*Assumed at 11.5% of salary
Fringe	160,000	324,450	381,059	471,865	586,521					*Assumed at 25% of salary
Office Space	60,000	117,420	135,960	171,866	216,360					*200 sqft/employee; includes commonspace (copiers, entrance, etc.), \$30/sqft
Sales/Marketing	80,000	90,000	75,000	70,000	65,000					
Office Supplies	28,000	61,285	74,263	95,614	122,118					*\$3,500/EE including supplies, computers, printing, etc.
HR TPA Cost	99,000	323,010	589,780	84,882	1,061,433					*Assumes 30 employees per school; this would be \$25/EE/month expenses
Travel	16,000	35,020	42,436	54,636	69,782					*2,000/EE per year
TOTAL EXPENSES	1,156,600	2,398,232	2,998,018	3,813,382	4,737,098					
NET INCOME (LOSS)	(325,000)	369,318	2,156,281	3,718,021	4,913,910					

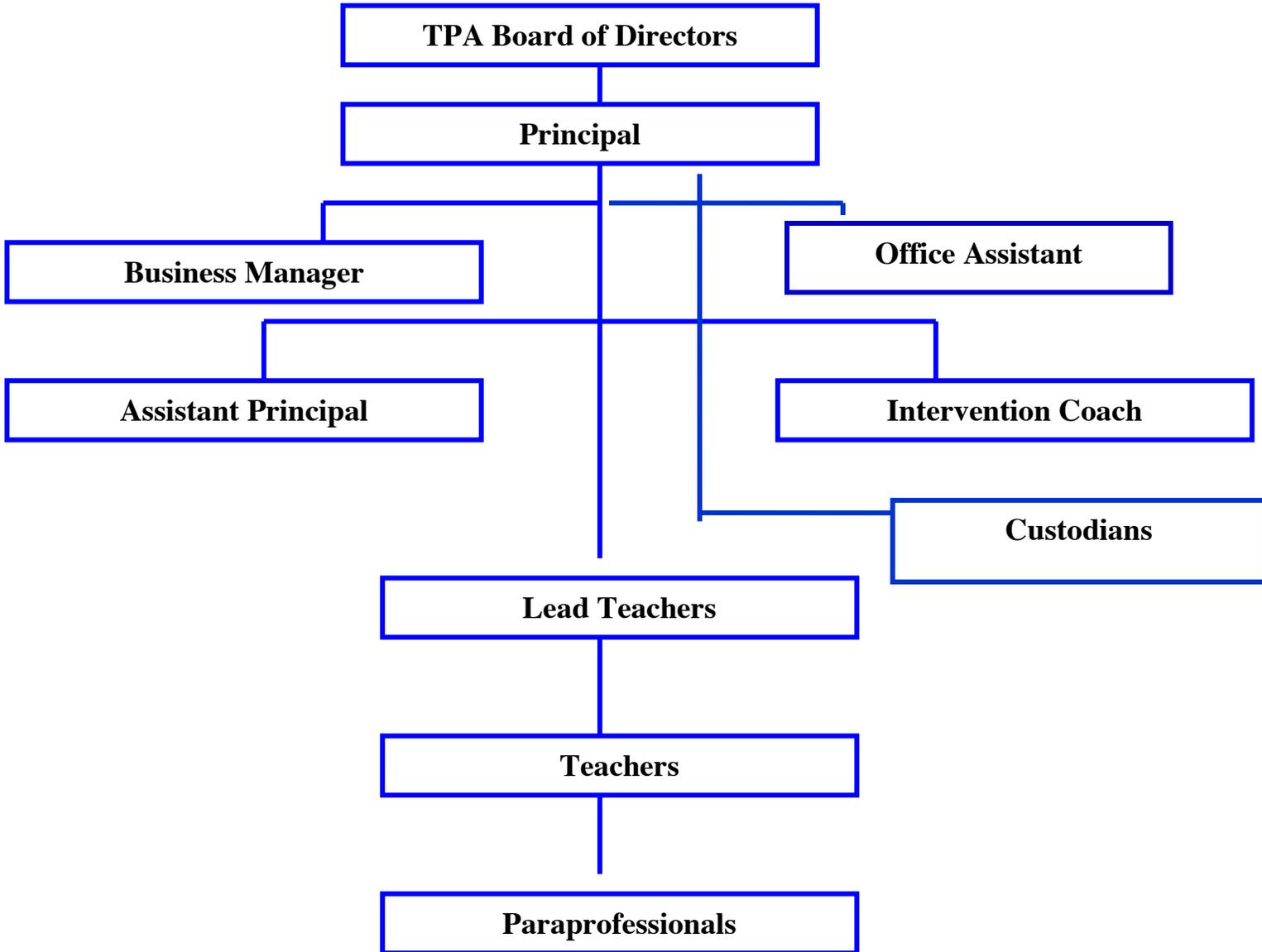
Board of Directors



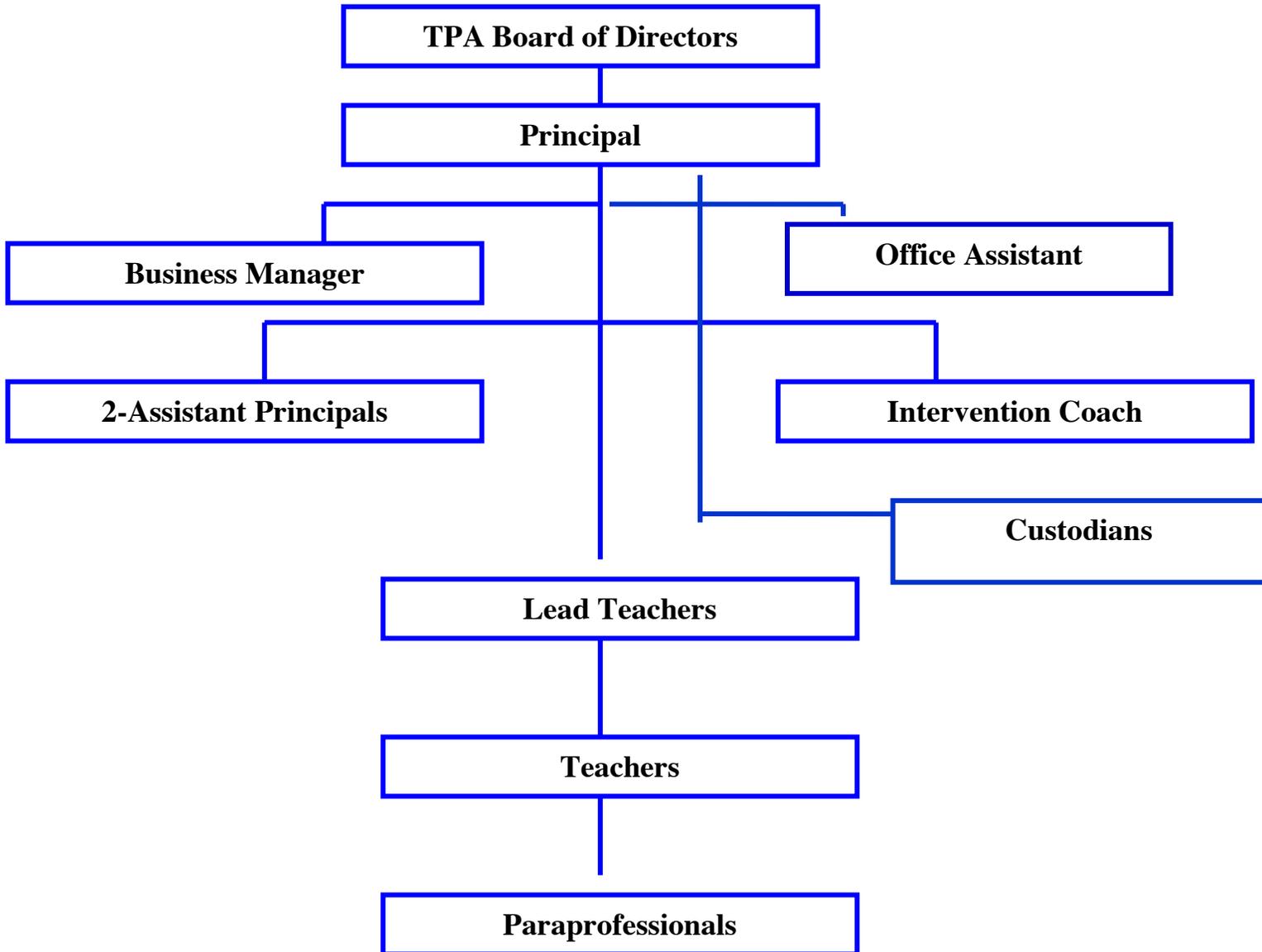
Please note that Victory Education Partners will contract with The Promise Academy to provide back office support, but will not operate as a management organization. Therefore, this organizational chart should be used only to determine Victory's capacity as a service provider.

Attachment 10

The Promise Academy
School Level Organizational Chart



The Promise Academy
School Level Organizational Chart (Full Capacity)



The Promise Academy E/LA Scope and Sequence

Kindergarten

Quarter 1: Launching Reader's Workshop

Readers understand the procedures for reading	
Common Core Standards	
Print Concepts	K.RF.1
Phonological Awareness	K.RF.2
Phonics and Word Recognition	K.RF.3
Fluency	K.RF.4
Key Ideas and Details	K.RI.1, K.RI.2, K.RI.3, K.RL.1, K.RL.2, K.RL.3
Craft and Structure	K.RI.4, K.RI.5, K.RI.6, K.RL.4, K.RL.5, K.RL.6
Integration of Knowledge and Ideas	K.RI.7, K.RI.8, K.RI.9, K.RL.7, K.RL.9
Range of Reading & Level of Text Complexity	K.RI.10, K.RL.10

Quarter 1: Reader's Read, Think and Talk

Readers are active problem solvers, identify patterns, and familiar books	
Common Core Standards	
Print Concepts	K.RF.1
Phonological Awareness	K.RF.2
Phonics and Word Recognition	K.RF.3
Fluency	K.RF.4
Key Ideas and Details	K.RI.1, K.RI.2, K.RI.3, K.RL.1, K.RL.2, K.RL.3
Craft and Structure	K.RI.4, K.RI.5, K.RI.6, K.RL.4, K.RL.5, K.RL.6
Integration of Knowledge and Ideas	K.RI.7, K.RI.8, K.RI.9, K.RL.7, K.RL.9
Range of Reading & Level of Text Complexity	K.RI.10, K.RL.10

Quarter 1: Launching Writer's Workshop

Students understand the procedures for writer's workshop	
Common Core Standards	
Text Type and Purpose	K.W.1, K.W.2, K.W. 3
Production and Distribution of Writing	K.W.5, K.W.6,
Research to build & present knowledge	K.W.7, K.W.8
Range of Writing	
Conventions of Standard English	K.L.1, K.L.2,
Knowledge of Language	
Vocabulary Acquisition and use	K.L.4, K.L.5, K.L.6

Quarter 2: Where Writer's Get Ideas

Writers write about what they know, children see themselves as writers	
Common Core Standards	
Text Type and Purpose	K.W.1, K.W.2, K.W. 3
Production and Distribution of Writing	K.W.5, K.W.6,
Research to build & present knowledge	K.W.7, K.W.8
Range of Writing	
Conventions of Standard English	K.L.1, K.L.2,
Knowledge of Language	
Vocabulary Acquisition and use	K.L.4, K.L.5, K.L.6

Quarter 2: Finding a Just right book

Readers are able to self – select books, and become readers with a purpose

Common Core Standards

Print Concepts	K.RF.1
Phonological Awareness	K.RF.2
Phonics and Word Recognition	K.RF.3
Fluency	K.RF.4
Key Ideas and Details	K.RI.1, K.RI.2, K.RI.3, K.RL.1, K.RL.2, K.RL.3
Craft and Structure	K.RI.4, K.RI.5, K.RI.6, K.RL.4, K.RL.5, K.RL.6
Integration of Knowledge and Ideas	K.RI.7, K.RI.8, K.RI.9, K.RL.7, K.RL.9
Range of Reading & Level of Text Complexity	K.RI.10, K.RL.10

Quarter 2: Hard and Tricky Words

Readers use strategies to make meaning and use many tools for tackling hard words

Common Core Standards

Print Concepts	K.RF.1
Phonological Awareness	K.RF.2
Phonics and Word Recognition	K.RF.3
Fluency	K.RF.4
Key Ideas and Details	K.RI.1, K.RI.2, K.RI.3, K.RL.1, K.RL.2, K.RL.3
Craft and Structure	K.RI.4, K.RI.5, K.RI.6, K.RL.4, K.RL.5, K.RL.6
Integration of Knowledge and Ideas	K.RI.7, K.RI.8, K.RI.9, K.RL.7, K.RL.9
Range of Reading & Level of Text Complexity	K.RI.10, K.RL.10

Quarters 3/4: Readers read Non-Fiction

Readers know and understand the purpose for reading non-fiction

Common Core Standards

Print Concepts	K.RF.1
Phonological Awareness	K.RF.2
Phonics and Word Recognition	K.RF.3
Fluency	K.RF.4
Key Ideas and Details	K.RI.1, K.RI.2, K.RI.3, K.RL.1, K.RL.2, K.RL.3
Craft and Structure	K.RI.4, K.RI.5, K.RI.6, K.RL.4, K.RL.5, K.RL.6
Integration of Knowledge and Ideas	K.RI.7, K.RI.8, K.RI.9, K.RL.7, K.RL.9
Range of Reading & Level of Text Complexity	K.RI.10, K.RL.10

Quarter's 3/4: Poetry Writer's Workshop

Author's write for different purposes

Common Core Standards

Print Concepts	K.RF.1
Phonological Awareness	K.RF.2
Phonics and Word Recognition	K.RF.3
Fluency	K.RF.4
Key Ideas and Details	K.RI.1, K.RI.2, K.RI.3, K.RL.1, K.RL.2, K.RL.3
Craft and Structure	K.RI.4, K.RI.5, K.RI.6, K.RL.4, K.RL.5, K.RL.6
Integration of Knowledge and Ideas	K.RI.7, K.RI.8, K.RI.9, K.RL.7, K.RL.9
Range of Reading & Level of Text Complexity	K.RI.10, K.RL.10

Grade 1**Quarter 1: Launching Reader's Workshop – Building good habits**

Readers learn the procedures and how to build good reading habits

Common Core Standards

Print Concepts	1.RF.1
Phonological Awareness	1.RF.2
Phonics and Word Recognition	1.RF.3
Fluency	1.RF.4
Key Ideas and Details	1.RI.1, 1.RI.2, 1.RI.3, 1.RL.1, 1.RL.2, 1.RL.3
Craft and Structure	1.RI.4, 1.RI.5, 1.RI.6, 1.RL.4, 1.RL.5, 1.RL.6
Integration of Knowledge and Ideas	1.RI.7, 1.RI.8, 1.RI.9, 1.RL.7, 1.RL.9
Range of Reading & Level of Text Complexity	1.RI.10, 1.RL.10

Quarter 1: Reader's Read, Think and Talk

Readers are active problem solvers, identify patterns, and familiar books

Common Core Standards

Print Concepts	1.RF.1
Phonological Awareness	1.RF.2
Phonics and Word Recognition	1.RF.3
Fluency	1.RF.4
Key Ideas and Details	1.RI.1, 1.RI.2, 1.RI.3, 1.RL.1, 1.RL.2, 1.RL.3
Craft and Structure	1.RI.4, 1.RI.5, 1.RI.6, 1.RL.4, 1.RL.5, 1.RL.6
Integration of Knowledge and Ideas	1.RI.7, 1.RI.8, 1.RI.9, 1.RL.7, 1.RL.9
Range of Reading & Level of Text Complexity	1.RI.10, 1.RL.10

Quarter 1 – Launching Writer’s Workshop

Writer’s understand the procedures for writing

Common Core Standards

Text Type and Purpose	1.W.1, 1.W.2, 1.W. 3
Production and Distribution of Writing	1.W.5, 1.W.6,
Research to build and present knowledge	1.W.7, 1.W.8
Range of Writing	
Conventions of Standard English	1.L.1, 1.L.2,
Knowledge of Language	
Vocabulary Acquisition and use	1.L.4, 1.L.5, 1.L.6

Quarter 2: Punctuation: Writing for Readers

How writers use punctuation

Common Core Standards

Text Type and Purpose	1.W.1, 1.W.2, 1.W. 3
Production and Distribution of Writing	1.W.5, 1.W.6,
Research to build and present knowledge	1.W.7, 1.W.8
Range of Writing	
Conventions of Standard English	1.L.1, 1.L.2,
Knowledge of Language	
Vocabulary Acquisition and use	1.L.4, 1.L.5, 1.L.6

Quarter 2: Getting to Know Characters

Readers build understanding of characters using various strategies

Common Core Standards

Print Concepts	1.RF.1
Phonological Awareness	1.RF.2
Phonics and Word Recognition	1.RF.3
Fluency	1.RF.4
Key Ideas and Details	1.RI.1, 1.RI.2, 1.RI.3, 1.RL.1, 1.RL.2, 1.RL.3
Craft and Structure	1.RI.4, 1.RI.5, 1.RI.6, 1.RL.4, 1.RL.5, 1.RL.6
Integration of Knowledge and Ideas	1.RI.7, 1.RI.8, 1.RI.9, 1.RL.7, 1.RL.9
Range of Reading & Level of Text Complexity	1.R1.10, 1.RL.10

Quarter 2/3 :Personal Narrative Writing

Authors build upon their small moments in their lives to enrich their stories

Common Core Standards

Text Type and Purpose	1.W.1, 1.W.2, 1.W. 3
Production and Distribution of Writing	1.W.5, 1.W.6,
Research to build and present knowledge	1.W.7, 1.W.8
Range of Writing	
Conventions of Standard English	1.L.1, 1.L.2,
Knowledge of Language	
Vocabulary Acquisition and use	1.L.4, 1.L.5, 1.L.6

Quarter 3/4: All about Non-Fiction

Readers read and understand non-fiction text

Common Core Standards

Print Concepts	1.RF.1
Phonological Awareness	1.RF.2
Phonics and Word Recognition	1.RF.3
Fluency	1.RF.4
Key Ideas and Details	1.RI.1, 1.RI.2, 1.RI.3, 1.RL.1, 1.RL.2, 1.RL.3
Craft and Structure	1.RI.4, 1.RI.5, 1.RI.6, 1.RL.4, 1.RL.5, 1.RL.6
Integration of Knowledge and Ideas	1.RI.7, 1.RI.8, 1.RI.9, 1.RL.7, 1.RL.9
Range of Reading & Level of Text Complexity	1.R1.10, 1.RL.10

Quarter 3/4: Poetry Writer’s Workshop

Authors read and write poetry as another form of expression

Common Core Standards

Text Type and Purpose	1.W.1, 1.W.2, 1.W. 3
Production and Distribution of Writing	1.W.5, 1.W.6,
Research to build and present knowledge	1.W.7, 1.W.8
Range of Writing	
Conventions of Standard English	1.L.1, 1.L.2,
Knowledge of Language	1.L.4, 1.L.5, 1.L.6
Vocabulary Acquisition and use	1.W.1, 1.W.2, 1.W. 3

Grade 2

Quarter 1: Launching Reader's Workshop

Readers learn the procedures and how to build good reading habits

Common Core Standards

Print Concepts	2.RF.1
Phonological Awareness	2.RF.2
Phonics and Word Recognition	2.RF.3
Fluency	2.RF.4
Key Ideas and Details	2.RI.1, 2.RI.2, 2.RI.3, 2.RL.1, 2.RL.2, 2.RL.3
Craft and Structure	2.RI.4, 2.RI.5, 2.RI.6, 2.RL.4, 2.RL.5, 2.RL.6
Integration of Knowledge and Ideas	2.RI.7, 2.RI.8, 2.RI.9, 2.RL.7, 2.RL.9
Range of Reading & Level of Text Complexity	2.R1.10, 2.RL.10

Quarter 2: Understanding Story Structure

Students understand story elements to help comprehend their books

Common Core Standards

Print Concepts	2.RF.1
Phonological Awareness	2.RF.2
Phonics and Word Recognition	2.RF.3
Fluency	2.RF.4
Key Ideas and Details	2.RI.1, 2.RI.2, 2.RI.3, 2.RL.1, 2.RL.2, 2.RL.3
Craft and Structure	2.RI.4, 2.RI.5, 2.RI.6, 2.RL.4, 2.RL.5, 2.RL.6
Integration of Knowledge and Ideas	2.RI.7, 2.RI.8, 2.RI.9, 2.RL.7, K.RL.9
Range of Reading & Level of Text Complexity	2.R1.10, 2.RL.10

Quarter 1: Launching Writer's Workshop

Writers understand the procedures for writer's workshop

Common Core Standards

Text Type and Purpose	2.W.1, 2.W.2, 2.W.3
Production and Distribution of Writing	2.W.5, 2.W.6,
Research to build and present knowledge	2.W.7, 2.W.8
Range of Writing	
Conventions of Standard English	2.L.1, 2.L.2,
Knowledge of Language	2.L.4, 2.L.5, 2.L.6
Vocabulary Acquisition and Use	2.W.1, 1.W.2, 1.W.3

Quarter 1: Mentor Text in Writing

Students will learn various strategies author's use to become better writers

Common Core Standards

Text Type and Purpose	2.W.1, 2.W.2, 2.W.3
Production and Distribution of Writing	2.W.5, 2.W.6,
Research to build and present knowledge	2.W.7, 2.W.8
Range of Writing	
Conventions of Standard English	2.L.1, 2.L.2,
Knowledge of Language	2.L.4, 2.L.5, 2.L.6
Vocabulary Acquisition and Use	2.W.1, 1.W.2, 1.W.3

Quarter 2: Character study

Readers build understanding of characters using various strategies

Common Core Standards

Print Concepts	2.RF.1
Phonological Awareness	2.RF.2
Phonics and Word Recognition	2.RF.3
Fluency	2.RF.4
Key Ideas and Details	2.RI.1, 2.RI.2, 2.RI.3, 2.RL.1, 2.RL.2, 2.RL.3
Craft and Structure	2.RI.4, 2.RI.5, 2.RI.6, 2.RL.4, 2.RL.5, 2.RL.6
Integration of Knowledge and Ideas	2.RI.7, 2.RI.8, 2.RI.9, 2.RL.7, 2.RL.9
Range of Reading & Level of Text Complexity	2.R1.10, 2.RL.10

Quarter 4: Nonfiction Text

Readers read and understand non-fiction text

Common Core Standards

Print Concepts	2.RF.1
Phonological Awareness	2.RF.2
Phonics and Word Recognition	2.RF.3
Fluency	2.RF.4
Key Ideas and Details	2.RI.1, 2.RI.2, 2.RI.3, 2.RL.1, 2.RL.2, 2.RL.3
Craft and Structure	2.RI.4, 2.RI.5, 2.RI.6, 2.RL.4, 2.RL.5, 2.RL.6, 2.RI.7, 2.RI.8, 2.RI.9, 2.RL.7, 2.RL.9
Integration of Knowledge and Ideas	2.R1.10, 2.RL.10
Range of Reading & Level of Text Complexity	2.RF.1

Quarter 2 : Personal Narrative	
Authors use small moments in their lives to tell stories	
Common Core Standards	
Text Type and Purpose	2.W.1, 2.W.2, 2.W. 3
Production and Distribution of Writing	2.W.5, 2.W.6,
Research to build and present knowledge	2.W.7, 2.W.8
Range of Writing	
Conventions of Standard English	2.L.1, 2.L.2,
Knowledge of Language	2.L.4, 2.L.5, 2.L.6
Vocabulary Acquisition and Use	2.W.1, 1.W.2, 1.W. 3

Quarter 4: Poetry Writer's Workshop	
Authors read and write poetry as another form of expression	
Common Core Standards	
Text Type and Purpose	2.W.1, 2.W.2, 2.W. 3
Production and Distribution of Writing	2.W.5, 2.W.6,
Research to build and present knowledge	2.W.7, 2.W.8
Range of Writing	
Conventions of Standard English	2.L.1, 2.L.2,
Knowledge of Language	2.L.4, 2.L.5, 2.L.6
Vocabulary Acquisition and Use	2.W.1, 1.W.2, 1.W. 3

Quarter 3: Using Text to locate Key Facts and Utilize Information	
Readers read and understand non-fiction text and how to use non-fiction text features	
Common Core Standards	
Print Concepts	2.RF.1
Phonological Awareness	2.RF.2
Phonics and Word Recognition	2.RF.3
Fluency	2.RF.4
Key Ideas and Details	2.RI.1, 2.RI.2, 2.RI.3, 2.RL.1, 2.RL.2, 2.RL.3
Craft and Structure	2.RI.4, 2.RI.5, 2.RI.6, 2.RL.4, 2.RL.5, 2.RL.6
Integration of Knowledge and Ideas	2.RI.7, 2.RI.8, 2.RI.9, 2.RL.7, 2.RL.9
Range of Reading & Level of Text Complexity	2.R1.10, 2.RL.10

Quarter 3: Raising the quality of Narrative Writing	
Authors build upon their small moments in their lives to enrich their stories	
Common Core Standards	
Text Type and Purpose	2.W.1, 2.W.2, 2.W. 3
Production and Distribution of Writing	2.W.5, 2.W.6,
Research to build and present knowledge	2.W.7, 2.W.8
Range of Writing	
Conventions of Standard English	
Knowledge of Language	2.L.1, 2.L.2,
Vocabulary Acquisition and Use	2.L.4, 2.L.5, 2.L.6

Grade 3

Quarter 1: Launching Reader's Workshop	
Readers learn the procedures and how to build good reading habits	
Common Core Standards	
Print Concepts	3.RF.1
Phonological Awareness	3.RF.2
Phonics and Word Recognition	3.RF.3
Fluency	3.RF.4
Key Ideas and Details	3.RI.1, 3.RI.2, 3.RI.3, 3.RL.1, 3.RL.2, 3.RL.3
Craft and Structure	3.RI.4, 3.RI.5, 3.RI.6, 3.RL.4, 3.RL.5, 3.RL.6
Integration of Knowledge and Ideas	3.RI.7, 3.RI.8, 3.RI.9, 3.RL.7, 3.RL.9
Range of Reading & Level of Text Complexity	3.R1.10, 3.RL.10

Quarter 2: Following Character Into Meaning	
Readers build understanding of characters using various strategies	
Common Core Standards	
Print Concepts	3.RF.1
Phonological Awareness	3.RF.2
Phonics and Word Recognition	3.RF.3
Fluency	3.RF.4
Key Ideas and Details	3.RI.1, 3.RI.2, 3.RI.3, 3.RL.1, 3.RL.2, 3.RL.3
Craft and Structure	3.RI.4, 3.RI.5, 3.RI.6, 3.RL.4, 3.RL.5, 3.RL.6
Integration of Knowledge and Ideas	3.RI.7, 3.RI.8, 3.RI.9, 3.RL.7, 3.RL.9
Range of Reading & Level of Text Complexity	3.R1.10, 3.RL.10

Quarter 1: Launching Writer's Workshop

Writers understand the procedures and flow of a writer's workshop

Common Core Standards

Text Type and Purpose	3.W.1, 3.W.2, 3.W. 3
Production and Distribution of Writing	3.W.5, 3.W.6,
Research to build and present knowledge	3.W.7, 3.W.8
Range of Writing	3.W.9
Conventions of Standard English	3.L.1, 3.L.2,
Knowledge of Language	3.L.3
Vocabulary Acquisition and Use	3.L.4, 3.L.5, 3.L.6

Quarter 2: Raising the Quality of Narrative Writing

Authors write about what they know and stories from their lives

Common Core Standards

Text Type and Purpose	3.W.1, 3.W.2, 3.W. 3
Production and Distribution of Writing	3.W.5, 3.W.6,
Research to build and present knowledge	3.W.7, 3.W.8
Range of Writing	3.W.9
Conventions of Standard English	3.L.1, 3.L.2,
Knowledge of Language	3.L.3
Vocabulary Acquisition and Use	3.L.4, 3.L.5, 3.L.6

Quarter 2: Non-Fiction Reading

Readers read and understand non-fiction text and how to use non-fiction text features

Common Core Standards

Print Concepts	3.RF.1
Phonological Awareness	3.RF.2
Phonics and Word Recognition	3.RF.3
Fluency	3.RF.4
Key Ideas and Details	3.RI.1, 3.RI.2, 3.RI.3, 3.RL.1, 3.RL.2, 3.RL.3
Craft and Structure	3.RI.4, 3.RI.5, 3.RI.6, 3.RL.4, 3.RL.5, 3.RL.6
Integration of Knowledge and Ideas	3.RI.7, 3.RI.8, 3.RI.9, 3.RL.7, 3.RL.9
Range of Reading & Level of Text Complexity	3.R1.10, 3.RL.10

Quarter 3: Testing Genre

Understanding testing strategies to better prepare for state testing

Common Core Standards

Print Concepts	3.RF.1
Phonological Awareness	3.RF.2
Phonics and Word Recognition	3.RF.3
Fluency	3.RF.4
Key Ideas and Details	3.RI.1, 3.RI.2, 3.RI.3, 3.RL.1, 3.RL.2, 3.RL.3
Craft and Structure	3.RI.4, 3.RI.5, 3.RI.6, 3.RL.4, 3.RL.5, 3.RL.6,
Integration of Knowledge and Ideas	3.RI.7, 3.RI.8, 3.RI.9, 3.RL.7, 3.RL.9
Range of Reading & Level of Text Complexity	3.R1.10, 3.RL.10

Quarter 3: Fairytale from Diverse Cultures

Readers read and understand plots of fairytales, folktales, myths, and legends

Common Core Standards

Print Concepts	3.W.1, 3.W.2, 3.W. 3
Phonological Awareness	3.W.5, 3.W.6,
Phonics and Word Recognition	3.W.7, 3.W.8
Fluency	3.W.9
Key Ideas and Details	3.L.1, 3.L.2,
Craft and Structure	3.L.3
Integration of Knowledge and Ideas	3.L.4, 3.L.5, 3.L.6 3.W.1, 3.W.2, 3.W. 3
Range of Reading & Level of Text Complexity	3.W.5, 3.W.6

Quarter 4: Elements of Poetry

Authors read and write poetry as another form of expression

Common Core Standards

Print Concepts	3.W.1, 3.W.2, 3.W. 3
Phonological Awareness	3.W.5, 3.W.6,
Phonics and Word Recognition	3.W.7, 3.W.8
Fluency	3.W.9
Key Ideas and Details	3.L.1, 3.L.2,
Craft and Structure	3.L.3
Integration of Knowledge and Ideas	3.L.4, 3.L.5, 3.L.6 3.W.1, 3.W.2, 3.W. 3
Range of Reading & Level of Text Complexity	3.W.5, 3.W.6

Quarter 4: Launching Genre Book Clubs

Students will participate in “choice” book clubs

Common Core Standards

Print Concepts	3.W.1, 3.W.2, 3.W.3
Phonological Awareness	3.W.5, 3.W.6,
Phonics and Word Recognition	3.W.7, 3.W.8
Fluency	3.W.9
Key Ideas and Details	3.L.1, 3.L.2,
Craft and Structure	3.L.3
Integration of Knowledge and Ideas	3.L.4, 3.L.5, 3.L.6 3.W.1, 3.W.2, 3.W.3
Range of Reading & Level of Text Complexity	3.W.5, 3.W.6

The Promise Academy
Math Scope and Sequence

Kindergarten

Unit 1 - Classify and Count Numbers to 10	
DESCRIPTION: Students will solidify the meaning of numbers to 10 with a focus on graphing, relationships to 5 and growth and shrinking patterns to 10 of “1 more” and “1 less.”	
Common Core Standards	
Counting and Cardinality	K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.5
Operations in Algebraic Thinking	
Number and Operations in Base 10	
Measurement and Data	K.MD.2, K.MD.3
Geometry	K.G.2, K.G.4

Unit 2 - Identify and Describe Shapes	
DESCRIPTION: Students will learn to identify and describe shapes while practicing their fluency with numbers to 10.	
Common Core Standards	
Counting and Cardinality	K.CC.1, K.CC.2, K.CC.3, K.CC.4, K.CC.5
Operations in Algebraic Thinking	K.OA.1, K.OA.2
Number and Operations in Base 10	K.NBT.1
Measurement and Data	
Geometry	K.G.1, K.G.2, K.G.3, K.G.4

Unit 3 - Comparison with Length, Weight and Numbers to 10	
DESCRIPTION: Students will use different units to measure length, weight, and capacity, and explore the relationship of those units. Comparison begins with developing the meaning of the words “than”: “taller than”, “shorter than”, “longer than”, etc.	
Common Core Standards	
Counting and Cardinality	K.CC.1, K.CC.3, K.CC.6, K.CC.7
Operations in Algebraic Thinking	K.OA.1, K.OA.2
Number and Operations in Base 10	
Measurement and Data	K.MD.1, K.MD.2
Geometry	

Unit 4: Number Pairs, Addition and Subtraction of Numbers to 10	
DESCRIPTION: Students will compare numbers which will lead to looking at the numbers that make up a number (“3 is less than 7. 3 and 4 make 7. ”). This, in turn, leads naturally to discussions of addition and subtraction.	
Common Core Standards	
Counting and Cardinality	K.CC.2, K.CC.3
Operations in Algebraic Thinking	K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5
Number and Operations in Base 10	
Measurement and Data	K.MD.3
Geometry	K.G.2, K.G.4, K.G.5

Unit 5: Numbers 10-20, Counting to 100 by 1 and by 10	
DESCRIPTION: Students will learn that the numbers 10-20 can be parsed as “10 together with a number from 1-10.”	
Common Core Standards	
Counting and Cardinality	K.CC.1, K.CC.2, K.CC.3, K.CC.4
Operations in Algebraic Thinking	
Number and Operations in Base 10	K.NBT.1
Measurement and Data	K.MD.1
Geometry	K.G.2, K.G.4, K.G.5

Unit 6: Analyze Compare, Create, and Compose Shapes	
DESCRIPTION: Students will begin to explore the concepts in area. Exploring the idea that shapes can be composed of smaller shapes.	
Common Core Standards	
Counting and Cardinality	K.CC.4
Operations in Algebraic Thinking	K.OA.1
Number and Operations in Base 10	
Measurement and Data	
Geometry	K.G.3, K.G.4, K.G.5, K.G.6

Unit 7: Exploring Two-Digit Numbers	
DESCRIPTION: Students will begin looking at the concept of place value	
Common Core Standards	
Counting and Cardinality	K.CC.1, K.CC.2, K.CC.6
Operations in Algebraic Thinking	K.OA.1, K.OA.2, K.OA.3
Number and Operations in Base 10	
Measurement and Data	
Geometry	

Unit 8: Time and Money	
DESCRIPTION: Students will explore the concepts of time and money	
Common Core Standards	
Counting and Cardinality	K.CC.1
Operations in Algebraic Thinking	K.OA.1, K.OA.2
Number and Operations in Base 10	
Measurement and Data	K.MD.3
Geometry	K.G.1

Grade 1

Unit 1: Addition, Subtraction of Numbers to 10 and Fluency	
DESCRIPTION: Students will begin to explore addition and subtraction within 10. Fluency with addition/subtraction facts, a major gateway to later grades, also begins right away with the intention of energetically practicing the entire year.	
Common Core Standards	
Operations in Algebraic Thinking	1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8
Number and Operations in Base 10	
Measurement and Data	1.MD.2
Geometry	

Unit 2: Place Value, Comparison, Addition and Subtraction of Numbers to 20	
DESCRIPTION: Students will begin to work slowly by “adding and subtracting across a 10”. This strategy of the “completion of a unit” empowers students in later grades to understand the “renaming” of the addition algorithm, to add 298 and 37 (i.e., $298 + 2 + 35$), and add 4 ft. 8 in. and 5 in.	
Common Core Standards	
Operations in Algebraic Thinking	1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8
Number and Operations in Base 10	1.NBT.2, 1.NBT.3
Measurement and Data	
Geometry	

Unit 3: Ordering and Expressing Length Measurements as Numbers	
DESCRIPTION: Students will learn to express length measurement as numbers which will provide a few weeks to practice and internalize “making a 10” during daily fluency activities.	
Common Core Standards	
Operations in Algebraic Thinking	
Number and Operations in Base 10	
Measurement and Data	1.MD.1, 1.MD.2, 1.MD.4
Geometry	

Unit 4: Place Value, Comparison, Addition and Subtraction of Numbers to 40	
DESCRIPTION: Students will learn that the focus of adding and subtracting within 40 is on establishing “1 ten” as a new unit. Before students loosely grouped 10 objects to make 10. Now they transition to thinking of that 10 as a single unit (using 10 linker cubes stuck together, for example). Students will begin to see problems like $23+6$ that they can mentally push the “2 tens” in 23 over to the side and concentrate on the familiar addition problem $3+6$.	
Common Core Standards	
Operations in Algebraic Thinking	
Number and Operations in Base 10	1.NBT.1, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6
Measurement and Data	
Geometry	

Unit 5: Identify, Compose, and Partition Shapes	
DESCRIPTION: This geometry unit puts necessary internalized time between the “within 40” unit and the “within 100” unit. It also gives students who may be more spatially oriented a chance to build confidence before heading back into arithmetic.	
Common Core Standards	
Operations in Algebraic Thinking	
Number and Operations in Base 10	
Measurement and Data	1.MD.3
Geometry	1.G.1, 1.G.2, 1.G.3

Unit 6: Place Value, Comparison, Addition and Subtraction of Numbers to 100	
DESCRIPTION: Students will focus on “adding and subtracting within 100” which is different than the “within 10” and within 40” units. The new level of complexity is to also introduce the addition and subtraction algorithms using simple examples and familiar units of 10 made out of linker cubes.	
Common Core Standards	
Operations in Algebraic Thinking	
Number and Operations in Base 10	1.NBT.1, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6
Measurement and Data	1.MD.3
Geometry	

Unit 7: Geometry and Attributes	
DESCRIPTION: Students will work with 2-dimensional and 3-dimensional shapes	
Common Core Standards	
Operations in Algebraic Thinking	1.OA.6
Number and Operations in Base 10	
Measurement and Data	1.MD.4
Geometry	1.G.1, 1.G.2

Unit 8: Mental Arithmetic, Money, and Fractions	
DESCRIPTION: Students will count and record amounts of money (using pennies, nickels, dimes, and quarters). They will also begin learning how to make change. Students will also explore fractional parts of a whole.	
Common Core Standards	
Operations in Algebraic Thinking	1.OA.6
Number and Operations in Base 10	1.NBT.1, 1.NBT.2, 1.NBT.3
Measurement and Data	
Geometry	1.G.3

Unit 9: Place Value and Fractions	
DESCRIPTION: Students will work with patterns on number grids which will be used to reinforce place value concepts. They will also extend their understanding of fraction concepts as they see relationships among fraction words, meanings, and symbols.	
Common Core Standards	
Operations in Algebraic Thinking	
Number and Operations in Base 10	1.NBT.4, 1.NBT.5, 1.NBT.6
Measurement and Data	
Geometry	1.G.3

Unit 10: Year-End Review	
DESCRIPTION: Students will review the concepts and skills they have learned throughout the year.	
Common Core Standards	
Operations in Algebraic Thinking	1.OA.1, 1.OA.4
Number and Operations in Base 10	1.NBT.1, 1.NBT.2, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6
Measurement and Data	1.MD.3, 1.MD.4,
Geometry	1.G.2, 1.G.3

Unit 1: Add/Subtract Numbers to 100, Fluency with Sums and Differences to 20

DESCRIPTION: Students will begin with an established motivating, differentiated fluency program in the first few weeks that will provide the amount of practice necessary for every student to reach mastery of the addition and subtraction facts to 20.

Common Core Standards

Operations in Algebraic Thinking	2.OA.1, 2.OA.2
Number and Operations in Base 10	2.NBT.5
Measurement and Data	
Geometry	

Unit 2: Addition and Subtraction of Length, Weight, Capacity and Time Measurements

DESCRIPTION: Students will learn to measure using non-standard units (while continuing to practice fluency). The major underlying goal of the measurement unit is for students to learn the meaning of the word “unit,” essentially by employing it repeatedly in describing length units, weight units, and capacity units.

Common Core Standards

Operations in Algebraic Thinking	
Number and Operations in Base 10	
Measurement and Data	2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.7
Geometry	

Unit 3: Place Value, Counting, Comparison of Numbers to 1000

DESCRIPTION: Students will learn that all arithmetic algorithms are manipulations of *place value units*: ones, tens, hundreds, etc. The place value units move from a proportional model to a non-proportional model.

Common Core Standards

Operations in Algebraic Thinking	
Number and Operations in Base 10	2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4
Measurement and Data	
Geometry	

Unit 4: Addition, and Subtraction of Numbers to 1000

DESCRIPTION: Work with units continues into this unit on multiplication. Making groups of 4 apples each establishes the unit “4 apples” that can then be counted: 1 four, 2 fours, 3 fours, etc. Relating the new unit to the one used to create it develops the idea of multiplication: 3 groups of apples equal 12 apples.

Common Core Standards

Operations in Algebraic Thinking	2.OA.1
Number and Operations in Base 10	2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9
Measurement and Data	
Geometry	

Unit 5: Preparation for Multiplication and Division Facts

DESCRIPTION: Students will begin with an established motivating, differentiated fluency program in the first few weeks that will provide the amount of practice necessary for every student to reach mastery of the addition and subtraction facts to 20.

Common Core Standards

Operations in Algebraic Thinking	2.OA.2, 2.OA.3
Number and Operations in Base 10	
Measurement and Data	
Geometry	2.G.2

Unit 6: Comparison, Addition and Subtraction with Length and Money

DESCRIPTION: Students will learn two important relationships: an analog clock face is a “curved number line” (the precursor of a protractor) and that fractions naturally occur on a clock face (e.g. half past the hour)

Common Core Standards

Operations in Algebraic Thinking	
Number and Operations in Base 10	
Measurement and Data	2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6, 2.MD.7, 2.MD.8, 2.MD.9, 2.MD.10
Geometry	

Unit 7: Recognizing Angles, Faces, and Vertices of Shapes, Fractions of Shapes

Unit 8: Fractions

DESCRIPTION: Students will learn to identify different shapes will different attributes.	
Common Core Standards	
Operations in Algebraic Thinking	
Number and Operations in Base 10	
Measurement and Data	
Geometry	2.G.1, 2.G.3

DESCRIPTION: Students will learn to recognize fractions as names for parts of a whole. They will also explore relationships between fractions.	
Common Core Standards	
Operations in Algebraic Thinking	2.OA.2
Number and Operations in Base 10	
Measurement and Data	2.MD.5
Geometry	2.G.3

Unit 9: Measurement	
DESCRIPTION: Students will estimate and measure distances in standard units. Students will also begin to explore the areas of shapes as well as units of capacity and weight.	
Common Core Standards	
Operations in Algebraic Thinking	2.OA.2
Number and Operations in Base 10	2.NBT.5, 2.NBT.7
Measurement and Data	2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4, 2.MD.9
Geometry	2.G.2

Unit 10: Decimals and Place Value	
DESCRIPTION: Students will review money concepts, and they will begin focusing on decimal notation. They will also work with place-value for 5-digit numbers.	
Common Core Standards	
Operations in Algebraic Thinking	2.OA.1
Number and Operations in Base 10	2.NBT.2, 2.NBT.3, 2.NBT.4, 2.NBT.6, 2.NBT.8
Measurement and Data	2.MD.8, 2.MD.9
Geometry	2.G.2, 2.G.3

Unit 11: Whole-Number Operations Revisited	
DESCRIPTION: Students will solve addition and subtraction stories involving money. Students will also develop automaticity with multiplication and division and learn shortcuts that will help them extend the fact families that they already know.	
Common Core Standards	
Operations in Algebraic Thinking	2.OA.4
Number and Operations in Base 10	2.NBT.1, 2.NBT.5, 2.NBT.7, 2.NBT.9
Measurement and Data	2.MD.6, 2.MD.8
Geometry	

Unit 12: Year-End Review	
DESCRIPTION: Students will review topics from the year including measurement, number stories, multiplication and division, and data sets.	
Common Core Standards	
Operations in Algebraic Thinking	2.OA.2
Number and Operations in Base 10	2.NBT.5, 2.NBT.7
Measurement and Data	2.MD.6, 2.MD.7, 2.MD.9, 2.MD.10
Geometry	

Grade 3

Unit 1: Multiplication and Division with Factors of 2, 3, 4, 5 and 10
DESCRIPTION: Students will focus on the meaning of multiplication and

Unit 2: Adding and Subtracting Whole Numbers
DESCRIPTION: Students will focus on addition and subtraction of whole

division and begin fluency for learning products involving factors of 2, 3, 4, 5, and 10.	
Common Core Standards	
Operations in Algebraic Thinking	3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.8
Number and Operations in Base 10	3.NBT.2
Numbers and Operations- Fractions	
Measurement and Data	3.MD.3
Geometry	

numbers, with an emphasis on problem solving strategies and computational skills	
Common Core Standards	
Operations in Algebraic Thinking	3.OA.8, 3.OA.9
Number and Operations in Base 10	3.NBT.1, 3.NBT.2
Numbers and Operations- Fractions	
Measurement and Data	
Geometry	

Unit 3: Linear Measures and Area	
DESCRIPTION: Students will measure lengths with standard units. They will also learn to calculate area of rectangles and circumference and diameter of circles.	
Common Core Standards	
Operations in Algebraic Thinking	
Number and Operations in Base 10	
Numbers and Operations- Fractions	3.NF.2, 3.NF.3
Measurement and Data	3.MD.1, 3.MD.4, 3.MD.5, 3.MD.6, 3.MD.7, 3.MD.8
Geometry	3.G.1

Unit 4: Multiplication and Division	
DESCRIPTION: Students will practice using multiplication and division strategies to solve number stories.	
Common Core Standards	
Operations in Algebraic Thinking	3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.8
Number and Operations in Base 10	3.NBT.2
Numbers and Operations- Fractions	
Measurement and Data	3.MD.3, 3.MD.6, 3.MD.7, 3.MD.8
Geometry	

Unit 5: Place Value in Whole Numbers and Decimals	
DESCRIPTION: Students will read, write, compare, and order 5-digit whole numbers.	
Common Core Standards	
Operations in Algebraic Thinking	3.OA.7
Number and Operations in Base 10	
Numbers and Operations- Fractions	3.NF.1
Measurement and Data	3.MD.1, 3.MD.3, 3.MD.7, 3.MD.8
Geometry	

Unit 6: Geometry	
DESCRIPTION: Students will explore points, line segments, rays, lines, and the shapes that they can create. They will also explore 3-D shapes.	
Common Core Standards	
Operations in Algebraic Thinking	3.OA.7
Number and Operations in Base 10	
Numbers and Operations- Fractions	
Measurement and Data	3.MD.7, 3.MD.8
Geometry	3.G.1

Unit 7: Multiplication and Division	
DESCRIPTION: Students will focus on learning their multiplication and division facts through 10 and review strategies for multiplication and division.	

Unit 8: Fractions	
DESCRIPTION: Students will review the uses of fractions. They will also develop a solid understanding of equivalent fractions.	

Common Core Standards	
Operations in Algebraic Thinking	3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.8
Number and Operations in Base 10	3.NBT.1, 3.NBT.3
Numbers and Operations- Fractions	
Measurement and Data	
Geometry	

Common Core Standards	
Operations in Algebraic Thinking	3.OA.3, 3.OA.5
Number and Operations in Base 10	
Numbers and Operations- Fractions	3.NF.1, 3.NF.2, 3.NF.3
Measurement and Data	3.MD.4
Geometry	3.G.2

Unit 9: Multiplication and Division	
DESCRIPTION: Students will develop strategies for multiplying larger whole numbers.	
Common Core Standards	
Operations in Algebraic Thinking	3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.8
Number and Operations in Base 10	3.NBT.2, 3.NBT.3
Numbers and Operations- Fractions	3.NF.2, 3.NF.3
Measurement and Data	3.MD.2, 3.MD.5, 3.MD.6, 3.MD.7, 3.MD.8
Geometry	

Unit 10: Measurement and Data	
DESCRIPTION: Students will find the median, mode, and mean of data sets, and the volume of rectangular prisms. They will also explore coordinate grids.	
Common Core Standards	
Operations in Algebraic Thinking	3.OA.3, 3.OA.7, 3.OA.8
Number and Operations in Base 10	
Numbers and Operations- Fractions	3.NF.3
Measurement and Data	3.MD.2, 3.MD.3, 3.MD.4
Geometry	

Unit 11: Probability and Review	
DESCRIPTION: Students will learn about chance and probability. They will also review concepts from the year.	
Common Core Standards	
Operations in Algebraic Thinking	3.OA.7
Number and Operations in Base 10	
Numbers and Operations- Fractions	3.NF.1, 3.NF.3
Measurement and Data	3.MD.1, 3.MD.3, 3.MD.4
Geometry	

SOCIAL STUDIES PACING GUIDE

Essential Questions about Culture

- Why do people live the way they do?
- How and why do humans organize their societies the way they do?
- How do challenges (e.g. bias, equity, justice) arise as a result of interaction
- Why do civilizations rise and decline?
- What is culture? How do people express their culture?
- How does where you live affect how you live?
- How are our lives affected by our culture?
- How do we know what we know about human history?
- How is Culture expressed between families and communities?
- How are individuals, families, and groups unique, and similar?
- How is culture expressed within families and communities?
- How are cultures affected by the exchange of ideas and innovations?

Social Studies Pacing Guide: Kindergarten

Quarter 1		Quarter 2	
K.2.3 (C) Give examples of classroom and school rules and explain how each helps us.	K.3.1 (C) Use words related to location, direction and distance, including <i>here/there, over/under, left/right, above/below, forward/backward</i> and <i>between</i> .	K.1.1 (C) Compare children and families of today with those in the past.	K.2.1 (C) Give examples of people who are community helpers and leaders and describe how they help us.
K.2.4 Give examples of how to be a responsible family member and member of a group.	K.3.2 (C) Identify maps* and globes* as ways of representing Earth and understand the basic difference between a map and globe.	K.1.2 (C) Identify celebrations and holidays as a way of remembering and honoring people, events and America’s ethnic heritage.	K.2.2 (C) Identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States.
K.2.5 (C) Identify the role of students in the classroom and the importance of following school rules to ensure order and safety.	K.3.3 (C) Locate and describe places in the school and community.	K.1.3 (C) Listen to and retell stories about people in the past who showed honesty, courage, and responsibility.	K.3.5 (C) Describe and give examples of seasonal weather changes and illustrate how weather affects people and the environment.
	K.3.4 (C) Identify and describe the address and location of home and school.		

Quarter 3		Quarter 4	
K.4.1 (C) Explain that people work to earn money to buy the things they want.	K.4.3 (C) Explain why people in a community choose different jobs.	K.1.4 (C) Identify and order events that take place in a sequence.	K.3.6 (C) Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.
K.4.2 (C) Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs.	K.4.4 (C) Give examples of work activities that people do at home.	K.1.5 (C) Explain that calendars are used to represent days of the week and months of the year.	K.3.7 (C) Recommend ways that people can improve their environment at home, in school and in the neighborhood.

Social Studies Pacing Guide: 1st Grade

Quarter 1		Quarter 2	
1.2.1 (C) Identify rights that people have and identify the responsibilities that accompany these rights.	1.3.1 (C) Identify the cardinal directions (north, south, east and west) on maps and globes.	1.1.1 (C) Compare the way individuals in the community lived in the past with the way they live in the present.	1.4.1 (C) Identify goods* that people use.
1.2.2 (C) Define and give examples of rules and laws in the school and the community.	1.3.2 (C) Identify and describe continents, oceans, cities and roads on maps and globes.	1.1.2 (C) Compare past and present similarities and differences in community life by using biographies, oral histories, folklore and video images.	1.4.2 (C) Identify services* that people do for each other.
1.2.3 (C) Explain why rules and laws exist and describe the benefits of having rules and laws.	1.3.3 (C) Identify and describe the relative locations* of places in the school setting.	1.1.3 (C) Identify American songs and symbols and discuss their origins.	1.4.5 Explain that people have to make choices about goods and services because of scarcity*.
1.2.4 (C) Describe ways that individual actions can contribute to the common good of the community.	1.3.7 (C) Draw simple maps using symbols that show how space is used in the classroom at school and in the neighborhood.	1.1.4 (C) Identify local people from the past who have shown honesty, courage and responsibility.	1.4.6 (C) Explain that people exchange goods and services to get the things they want.

Quarter 3		Quarter 4	
1.1.5 (C) Identify people and events observed in national	1.3.4 (C) Identify and describe physical features* and human	1.2.5 (C) Define what a citizen is and describe the	1.1.9 (C) Use the library and other information resources* to find

celebrations and holidays.	features* of the local community including home, school and neighborhood.	characteristics of good citizenship.	information that answers questions about history.
1.1.6 (C) Use terms related to time to sequentially order events that have occurred in the school.	1.3.5 (C) Observe and record the weather on a daily basis.	1.2.6 (C) Know the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.	1.1.10 (C) Distinguish between historical fact and fiction in American folktales and legends that are a part of American culture.
1.1.7 (C) Explain that clocks and calendars are used to measure time.	1.3.6 (C) Explain the effect of seasonal change on plants, animals, and people.	1.4.3 (C) Compare and contrast different jobs people do to earn income*.	1.3.8 (C) Compare cultural similarities and differences, such as family traditions and customs, and the traditional clothing and food of various ethnic and cultural groups found in Indiana.
1.1.8 (C) Develop a simple timeline of important events in the student's life.	1.3.9 (C) Give examples of natural resources found locally and describe how people in the school and community use these resources.	1.4.4 Describe how people in the school and community are both producers* and consumers*.	

Social Studies Pacing Guide: 2nd Grade

Quarter 1		Quarter 2	
2.3.1(C) Use a compass rose to identify cardinal* and intermediate directions* and to locate places on maps and places in the classroom, school and community.		2.3.4 (C) On a map, identify physical features of the local community.	2.1.4 (C) Identify and describe community celebrations, symbols and traditions and explain why they are important.
2.3.2 (C) Locate the equator and the poles on a globe and identify the local community, state and the United States on maps.		2.3.5 (C) Identify and describe cultural or human features on a map using map symbols.	2.2.5 (C) Identify people who are good citizens and describe the character traits that make them admirable.
2.1.6 (C) Create and maintain a calendar of important school days, holidays and community events.		2.1.1 (C) Identify when the local community was established and identify its founders and early settlers.	2.1.3 (C) Identify individuals who had a positive impact on the local community.

2.3.6 (C) Describe simple demographics of the school		2.3.3 (C) Compare neighborhoods in your community and explain how physical features of the community affect people living there.	2.1.7 (C) Read about and summarize historical community events using libraries and a variety of information resources
		2.3.7 (C) Identify ways that recreational opportunities influence human activity in the community	

Quarter 3		Quarter 4	
2.4.2 (C) Identify community workers who provide goods* and services* for the rest of the community and explain how their jobs benefit people in the community.	2.2.1 (C) Explain that the United States government is founded on the belief of equal rights for its citizens*.	2.4.1 (C) Define the three types of productive resources (human resources*, natural resources*, capital resources*) and identify productive resources used to produce goods and services in the community.	2.1.2 (C) Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images.
2.2.4 (C) Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.	2.2.7 (C) Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.	2.4.7 (C) Explain why people trade* for goods and services and explain how money makes trade easier.	2.1.5 (C) Develop a simple timeline of important events in the history of the school and/or community.
2.4.6 (C) Define specialization* and identify specialized jobs in the school and community.	2.2.2 (C) Understand and explain why it is important for a community to have responsible government.	2.4.3 (C) Explain that a price* is what people pay when they buy a good or service and what people receive when they sell a good or service. 2.4.5 (C) Explain that because of scarcity*, people must make choices and incur opportunity costs*.	2.4.4 (C) Research goods and services produced in the local community and describe how people can be both producers* and consumers*.
	2.2.3 (C) Identify community leaders, such as the mayor and		2.4.8 (C) Explain that income that people do not spend on goods

	city council.		and services is called savings.
	2.2.6 (C) Discuss and explain the meaning of the Pledge of Allegiance and identify other ways citizens can affirm their citizenship		

Social Studies Pacing Guide: 3rd Grade

Quarter 1		Quarter 2	
3.3.1 (C) Use labels and symbols to locate and identify physical and political features on maps and globes. Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.	3.1.1 (C) Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived.	3.1.3 (C) Describe the role of the local community and other communities in the development of the state's regions.	3.2.5 Explain the importance of being a good citizen* of the state and the nation. Identify people in the state who exhibit the characteristics of good citizenship*.
3.3.2 (C) Locate Indiana and other Midwestern states on maps using simple grid systems.	3.1.2 (C) Explain why and how the local community was established and identify its founders and early settler.	3.3.4 (C) Explain that regions* are areas that have similar physical and cultural characteristics*. Identify Indiana and the local community as part of a specific region.	3.2.1 (C) Discuss the reasons governments are needed and identify specific goods and services that governments provide.
3.3.3 (C) Identify the northern, southern, eastern and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another.			

Quarter 3		Quarter 4	
3.4.2 (C) Give examples of goods* and services* provided by local business and industry.	3.3.7 (C) Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.	3.4.8 (C) Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.	3.2.4 (C) Explain that the United States has different levels of government (local, state and national) and that each has special duties and responsibilities.

<p>3.4.4 (C) Define interdependence* and give examples of how people in the local community depend on each other for goods and services.</p>	<p>3.3.8 Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.</p>	<p>3.3.9 (C) Identify factors that make the region unique, including cultural diversity, industry, the arts and architecture.</p>	<p>3.2.6 (C) Explain the role citizens have in making decisions and rules within the community, state and nation.</p>
<p>3.4.3 (C) Give examples of trade* in the local community and explain how trade benefits both parties.</p>	<p>3.3.10 Use a variety of information resources* to identify regional environmental issues and examine the ways that people have tried to solve these problems</p>	<p>3.1.7 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.</p>	<p>3.3.5 (C) Observe and describe the physical characteristics of Indiana using words and illustrations and compare them to the characteristics of neighboring states.</p>
<p>3.4.5 (C) List the characteristics of money* and explain how money* makes trade easier</p>	<p>3.4.1 (C) Give examples from the local community that illustrate the scarcity* of productive resources*. Explain how this scarcity requires people to make choices and incur opportunity costs*.</p>	<p>3.4.7 (C) Explain that buyers and sellers interact to determine the prices* of goods and services in markets</p>	<p>3.3.11 (C) Identify and describe the relationship between human systems and physical systems and the impact they have on each other.</p>
<p>3.4.6 (C) Identify different ways people save their income and explain advantages and disadvantages of each.</p>	<p>3.4.9 Gather data from a variety of information resources* about a change that will have an economic impact on the community.</p>		

Science Pacing Guide

Kindergarten: Science Pacing Guide

QUARTER 1 Standard 3: Life Science

Core Standard: Observe living organisms, compare and contrast their characteristics, and ask questions about them.

<u>Standard/Indicators</u>	<u>Foss Instructional Activities</u>
<p>K.3.1 Observe and draw physical features of common plants and animals</p> <p>K.3.3 Describe and compare living plants in terms of growth, parts, shape, size, color, and texture.</p>	<p>Trees Module</p> <p>Teacher Guide, Investigation 1, Part 1, pg 7–14</p> <p>Teacher Guide, Investigation 1, Parts 4–6, pg 23–30</p> <p>Teacher Guide, Investigation 2, Parts 1–6, pg 8–19</p> <p>FOSS Science Stories <u>Plants</u>, pg 2–13</p> <p>Teacher Guide, Investigation 3, Part 1, pg 10–11</p> <p>Teacher Guide, Investigation 3 } Parts 7–9, pg 29–38</p> <p>FOSS Science Stories <u>Trees</u>, pg 14–24</p> <p>Delta Science First Readers <u>Plants</u>, pg 10–13</p>

Kindergarten

QUARTER 2: Earth Science

Core Standard: Observe, record, and recognize patterns and generate questions about night/day and seasons

<u>Standard/Indicators</u>	<u>Foss Instructional Activities</u>
<p>K.2.1 Observe and record during each sunny day when the sun shines on different parts of the school building.</p>	<p>Kindergarten Planning Guide</p> <p>Sunshine and Shadows, pg ES 51–ES 58</p> <p>Delta Science First Readers</p>

	Sky pg 5–8
K.2.2 Describe and compare objects seen in the night sky and in the day sky	Kindergarten Planning Guide Sky Teacher Guide, pg ES 25–ES 49 Delta Science First Readers Sky, pg 2–16 FOSS Trees Teacher Guide, Materials section, Tools for Observing Weather folio, Tool 3, Cloud Types, pg 14–15
K.2.3 Describe in words and pictures the changes in weather from month to month and over the seasons	FOSS Science Stories Trees, pg 14–24 FOSS Trees Teacher Guide, Investigation 3, Parts 3–9, pg 15–38 Delta Science First Readers Weather, pg 4–15, 18 FOSS Trees Teacher Guide, Materials section, Tools for Observing Weather folio, Tool 1, Weather Calendar, pg 6–9 FOSS Trees Teacher Guide, Investigation 1, Part 1, pg 8–14

First Grade Science Pacing Guide

Quarter 1: Life Science

Standard/Indicators	Foss Instructional Activities
Observe, describe and ask questions about living things and their relationships to their environments. 1.3.1 Classify living organisms according to variations in specific	Teacher Guide, Investigation 1, Seeds, Parts 1–3, pg 47–73

<p>physical features (e.g., body coverings, appendages) and describe how those features may provide an advantage for survival in different environments.</p> <p>1.3.2 Observe organisms closely over a period of time in different habitats such as terrariums, aquariums, lawns and trees. Draw and write about observations.</p> <p>1.3.3 Observe and explain that plants and animals have basic needs for growth and survival: plants need to take in water and need light, and animals need to take in water and food and have a way to dispose of waste.</p> <p>1.3.4 Describe how animals' habitats, including plants, meet their needs for food, water, shelter and an environment in which they can live.</p> <p>1.3.5 Observe and describe ways in which animals and plants depend on one another for survival.</p>	<p>Teacher Guide, Investigation 2, Stems, Parts 1–3, pg 87–108</p> <p>Teacher Guide, Investigation 3, Terrariums, Parts 1–3, pg 120–140</p> <p>Extension: Grade 1 Planning Guide- Observing an Aquarium Habitat, pg L11–L13</p> <p>Teacher Guide, Investigation 4, Bulbs & Roots, Parts 1–2, pp 151–166</p>
--	---

Quarter 2: Physical Science

<u>Standard/Indicators</u>	<u>Foss Instructional Activities</u>
<p>PHYSICAL SCIENCE CORE STANDARD Describe objects in terms of the materials that compose them and in terms of their physical properties.</p> <p>1.1.1 Use all senses as appropriate to identify the component parts of objects and the materials from which they are made.</p> <p>1.1.2 Characterize materials as solid or liquid, investigate their properties, record observations and explain the choices to others based on evidence (i.e., physical properties).</p> <p>1.1.3 Experiment with simple methods for separating solids and liquids based on their physical properties.</p>	<p>Delta Science First Readers <u>How Do We Learn?</u>, pg 2–6 Delta Science Readers <u>How Do We Learn?</u>, pg 9–13</p> <p>Teacher Guide, Activities 1–6, pg 13–52 Delta Science First Readers <u>Matter</u>, pg 4–8</p> <p>Teacher Guide, Activities 7–8, pg 53–66</p> <p>Delta Science Readers</p>

	<p><u>Properties</u>, pg 3–11, 14 Delta Science Readers <u>Investigating Water</u>, pg 6–9</p> <p>Teacher Guide, Activities 10–11, pg 75–86 Delta Science Readers <u>Investigating Water</u>, pg 12</p> <p>Teacher Guide, Activity 12, pg 87–94</p> <p>Planning Guide – Comparing Natural and Human-made Materials, pg P9–P12</p> <p>Delta Science Readers <u>Investigating Water</u>, pg 10–11 Delta Science First Readers <u>Matter</u>, pg 16–17</p>
--	---

Second Grade Science Pacing Guide

Quarter 1: Life Science

<u>Standard/Indicators</u>	<u>Foss Instructional Activities</u>
<p>Observe, ask questions about and describe how organisms change their forms and behaviors during their life cycles.</p> <p>2.3.1 Observe closely over a period of time and then record in pictures and words the changes in plants and animals throughout their life cycles-including details of their body plan, structure and timing of growth, reproduction and death.</p> <p>2.3.2 Compare and contrast details of body plans and structures within the life cycles of plants and animals.</p>	<p>Teacher Guide, Investigation 1, Mealworms, pp 52-80 Part 1-45 minutes Part 2-Several 15-45 minute sessions over 6-8 weeks Part 3-50 minutes</p> <p>Teacher Guide, Investigation 2, Brassica Seeds, pp 91-120 Part 1-25 minutes Part 2-two sessions including a 25-minute video-“How Plants Grow” Part 3-6-7 sessions –plant observations and recording data</p>

	<p>Teacher Guide, Investigation 3, Milkweed Bugs, pp 129–156 Part 1-25 minutes Part 2-50 minutes Part 3-5 or more sessions – milkweed bug -observations and recording data</p> <p>Teacher Guide, Investigation 5, Butterflies, pp 206-227 Part 1-30 minutes Part 2-35 minutes Part 3-several sessions-butterfly observations</p>
--	--

Quarter 2: Physical Science

Standard/Indicators	Foss Instructional Activities
<p>PHYSICAL SCIENCE CORE STANDARDS Observe and describe that the properties of materials can change, but not all materials respond in the same way to the same action.</p> <p>2.1.1. Observe, describe and measure ways in which the properties of a sample of water (including volume) change or stay the same as the water is heated and cooled and then transformed into different states.</p> <p>2.1.2. Predict the result of combining solids and liquids in pairs. Mix; observe, gather, record and discuss evidence of whether the result may have different properties than the original materials.</p> <p>2.1.3. Predict and experiment with methods (e.g. sieving, evaporation) to separate solids and liquids based on their physical properties.</p> <p>2.1.4 Observe, sketch, demonstrate and compare how objects can move in different ways (e.g., straight, zig-zag, back-and-forth, rolling, fast and slow).</p> <p>2.1.5 Describe the position or motion of an object relative to a</p>	<p>Grade 2 Planning Guide Change States of Matter, pg P15–P18 FOSS Science Stories <u>Solids and Liquids</u>, pg 14–17 Delta Science Readers <u>States of Matter</u>, pg 2–10</p> <p>Teacher Guide, Investigation 4, Parts 1–2, pg 8–22 FOSS Science Stories <u>Solids and Liquids</u>, pg 18–23 Delta Science Readers <u>States of Matter</u>, pg 11</p> <p>Planning Guide - Position pg P53–P56 Teacher Guide, Investigation 1, Parts 1–4, pg 8–28</p> <p>FOSS Science Stories <u>Balance and Motion</u>, pg 4–9 Delta Science Readers</p>

<p>point of reference (e.g., background, another object).</p> <p>2.1.6 Observe, demonstrate, sketch and compare how applied force (i.e., push or pull) changes the motion of objects.</p> <p>2.1.7 Investigate the motion of objects when they are acted upon at a distance by forces like gravity and magnetism.</p>	<p><u>Force and Motion</u>, pg 2–9</p> <p>Planning Guide, pg P43-applied force Teacher Guide, Investigation 2, Parts 1–3, pg 8–26</p> <p>Teacher Guide, Investigation 3, Parts 1–3, pg 6–25</p> <p>FOSS Science Stories <u>Balance and Motion</u>, pg 22–31 Delta Science Readers <u>Force and Motion</u>, pg 2–3</p> <p>Delta Science Readers <u>Force and Motion</u>, pg 3–4, 6–8 FOSS Science Stories <u>Balance and Motion</u></p> <p>Planning Guide – Magnetism Stations, pg P45–P47 Planning Guide – Separate Mixtures with Magnets or Sifters, pg P13</p> <p>Planning Guide – Objects Move in Different Ways, pg P49–P51</p> <p>FOSS Science Stories <u>Balance and Motion</u>, pg 18–21 Delta Science Readers</p>
---	---

Third Grade Science Pacing Guide

Quarter 1: Life Science

Core Standard: Observe, describe, and ask questions about plant growth and development.

<u>Standard/Indicators</u>	<u>Foss Instructional Activities</u>
3.3.1 Observe and identify the common structures of a plant including roots, stems, leaves, flowers,	Delta Science Modules Classroom Plants

fruits, and seeds, and describe their functions.	Teacher Guide, Activity 2, pg 23–27 Teacher Guide, Activities 6–9, pg 55–85 Teacher Guide, Activity 11, pg 97–103 Delta Science Readers Classroom Plants, pg 2–3,6–12
3.3.2 Investigate plant growth over time, take measurements in SI units, record the data and display them in graphs. Examine factors that might influence plant growth	Delta Science Modules Classroom Plants Teacher Guide, Activities 3–5, pg 29–52 Teacher Guide, Connections, “Science and Math, pg 53

Quarter 2: Physical Science

Core Standard: Observe and describe how sound is produced by vibrations.

Core Standard: Observe and describe how light travels from point to point

<u>Standard/Indicators</u>	<u>Foss Instructional Activities</u>
3.1.1 Generate sounds using different materials, objects and techniques; record; discuss and share results. 3.1.2 Investigate how the loudness and pitch of sound changes when the rate of vibrations changes	FOSS Physics of Sound Teacher Guide, Investigation 1, Parts 1–3, pg 8–29 Teacher Guide, Investigation 2, Parts 1–2, pg 8–19
3.1.3 Investigate and recognize that sound moves through solids, liquids and gases (air)	FOSS Physics of Sound Teacher Guide, Investigation 2, Parts 1–3, pg 8–24 FOSS Science Stories Physics of Sound, pg 11–13, 14, 15
3.1.5 Observe and describe how light is absorbed, changes its direction, is reflected back, or passes through objects. Observe and describe that when light cannot pass through an object a shadow results.	FOSS Physics of Sound Teacher Guide, Investigation 3, Parts 1–2, pg 8–19 FOSS Science Stories Physics of Sound, pg 19–20
3.1.6 Describe evidence to support the idea that light and sound are forms of energy.	Delta Science Content Readers Heat and Light Energy (red), pg 12–13 FOSS Science Stories Physics of Sound, pg 6, 7–8, 9, 14, 17–18, 20, 22, 26

5th Grade: Exit Skills Math

<p>Write and interpret numerical expressions.</p>	<p>1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p>
<p>Analyze patterns and relationships</p>	<p>3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.</p>
<p>Understand the place value system</p>	<p>1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 2. Explain</p>
<p>Perform operations with multi-digit whole numbers and with decimals to hundredths</p>	<p>5. Fluently multiply multi-digit whole numbers using the standard algorithm. 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies</p>
<p>Use equivalent fractions as a strategy to add and subtract fractions.</p>	<p>1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or</p>
<p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p>	<p>3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed</p>
<p>Convert like measurement units within a given measurement system.</p>	<p>1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p>
<p>Represent and interpret data.</p>	<p>2. Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots.</p>
<p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p>	<p>3a. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit”</p>
<p>Graph points on the coordinate plane to solve real-world and mathematical problems.</p>	<p>1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point</p>

in

Classify two-dimensional figures into categories based on their properties.

3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are

5th Grade Language Arts Exit Standards

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 8. (Not applicable to literature) 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Complexity of Text

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

5th Grade Reading: Informational Text

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information

	in two or more texts. 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Complexity of Text	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

5th Grade Reading: Foundational Skills

Phonics and Word Recognition	1. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
Fluency	2. Read with sufficient accuracy and fluency to support comprehension. - Read grade-level text with purpose and understanding. - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

5th Grade Writing

Text Types and Purposes	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. - Provide logically ordered reasons that are supported by facts and details.</p> <p>- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). - Provide a concluding statement or section related to the opinion presented. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. - Introduce a topic clearly, provide a general observation and focus, and group related information</p>
-------------------------	--

	<p>logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Provide a concluding statement or section related to the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>
<p>Production and Distribution of Writing</p>	<p>- Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
<p>Research to Build and Present Knowledge</p>	<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. - Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). - Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
<p>Range of Writing</p>	<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

5th Grade Speaking & Listening

Comprehension and Collaboration	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>- Follow agreed-upon rules for discussions and carry out assigned roles. - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
Presentation of Knowledge and Ideas	<p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation</p>

5th Grade Language

Conventions of Standard English	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>- Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. - Use verb tense to convey various times, sequences, states, and conditions. - Recognize and correct inappropriate shifts in verb tense.* - Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Use punctuation to separate items in a series.* - Use a comma to separate an introductory element from the rest of the sentence.</p>
---------------------------------	---

	<p>- Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). - Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>- Spell grade-appropriate words correctly, consulting references as needed.</p>
Knowledge of Language	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
Vocabulary Acquisition and Use	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figurative language, including similes and metaphors, in context. - Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

8th Grade Math	
Understand congruence and similarity using physical models, transparencies, or geometry software.	<p>1. Verify experimentally the properties of rotations, reflections, and translations: a) Lines are taken to lines, and line segments to line segments of the same length; b) Angles are taken to angles of the same measure; and c) Parallel lines are taken to parallel lines. 2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</p>

	<p>3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. 4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</p> <p>5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for</p>
Understand and apply the Pythagorean Theorem.	<p>similarity of triangles. 6. Explain a proof of the Pythagorean Theorem and its converse.</p> <p>7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. 8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p>
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
Know that there are numbers that are not rational, and approximate them by rational numbers.	<p>1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. 2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g.,</p>

Work with radicals and integer exponents	1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$. 2. Use square root and cube root symbols to
Understand the connections between proportional relationships, lines, and linear equations	different proportional relationships represented in different ways.. 6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
Analyze and solve linear equations and pairs of simultaneous linear equations	7a. Solve linear equations in one variable. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). 7b. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like

terms. 8a. Analyze and solve pairs of simultaneous linear equations. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. 8b. Analyze and solve pairs of simultaneous linear equations. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.

8th Functions

Define, evaluate, and compare functions.

1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Function notation is not required in Grade 8). 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).

3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.

Use functions to model relationships between quantities.

4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y)

8th Grade SP

Investigate patterns of association in bivariate data

1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. 4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe

possible association between the two variables.

8th Grade Reading: Literature

Key Ideas and Details

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. (Not applicable to literature)
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Range of Reading and Complexity of Text

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

8th Grade Reading: Informational Text

Key Ideas and Details	<p>1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>
Craft and Structure	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>
Integration of Knowledge and Ideas	<p>7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 8. (Not applicable to literature) 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>
Range of Reading and Complexity of Text	<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p>

8th Grade Writing

Text Types and Purposes	<p>1. Write arguments to support claims with clear reasons and relevant evidence. - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. - Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the argument presented. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories;</p>
-------------------------	---

	<p>include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. - Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. - Provide a concluding statement or section that follows from and supports the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. - Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
<p>Production and Distribution of Writing</p>	<p>.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>
<p>Research to Build and Present Knowledge</p>	<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. - Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). - Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>

Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).
------------------	---

8th Grade Speaking & Listening	
---	--

Comprehension and Collaboration	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>\</p> <p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning</p>
---------------------------------	---

Presentation of Knowledge and Ideas	<p>and relevance and sufficiency of the evidence and identifying when irrelevant evidence is .4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when</p>
-------------------------------------	--

indicated or appropriate.

8th Grade Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

- Form and use verbs in the active and passive voice. - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. - Recognize and correct inappropriate shifts in verb voice and mood.* 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Use punctuation (comma, ellipsis, dash) to indicate a pause or break. - Use an ellipsis to indicate an omission. - Spell correctly.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g. verbal irony, puns) in context. - Use the relationship between particular words to better understand each of the words. - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and



THE PROMISE ACADEMY

2014-2015 Balanced Calendar*

SCHOOL in SESSION

INTERSESSION

HOLIDAY

NO SCHOOL

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2014

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	
28	29	30	31			

January 2015

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2015

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**The Promise Academy
2014-2015 Detailed Calendar**

<u>Day</u>	<u>Start Date</u>	<u>End Date</u>	<u>Description</u>
Teacher Work Days	August 1, 2014	August 2, 2014	Teachers will use these days to attend School and Grade Levels Meetings
First Day of School	August 4, 2014	August 4, 2014	Students attend full day
Labor Day	September 1, 2014	September 1, 2014	Holiday (No School)
Parent-Student-Teacher Conference	October 2, 2014	October 2, 2014	Students will not attend school this day
Teacher Professional Development Day	October 4, 2014	October 4, 2014	Students will not attend school this day
Fall Intersession (Remediation)	October 6, 2014	October 10, 2014	Remediation will be mandatory for identified students based on progress reports. Students not assigned to Intersession may begin Fall Break on October 6, 2014
Fall Break	October 13, 2014	October 17, 2014	Students return to school on Monday, October 20, 2014
Thanksgiving Break	November 27, 2014	November 28, 2014	
Teacher Professional Development Day	December 19, 2014	December 19, 2014	Students will not attend school this day

Winter Break	December 22, 2014	January 5, 2015	School will reopen January 5, 2015
Martin Luther King Jr. Day	January 19, 2015	January 19, 2015	Holiday (No School)
Presidents Day	February 16, 2015	February 16, 2015	Holiday (No School) This day will also serve as a “built in” snow day.
Parent-Student- Teacher Conference	March 5, 2015	March 5, 2015	Students will not attend school this day
Teacher Professional Development Day	March 6, 2015	March 6, 2015	Students will not attend school this day
Spring Intersession (Remediation)	March 9, 2015	March 13, 2015	Remediation will be mandatory for identified students based on progress reports. Students not assigned to Intersession may begin Spring Break on March 9, 2015
Spring Break	March 16, 2015	March 20, 2015	
Teacher Professional Development Day	May 22, 2015	May 22, 2015	Students will not attend school this day
Memorial Day	May 25, 2015	May 25, 2015	Holiday (No School)
Last Day of School	July 2, 2015		Students attend Full Day

The Promise Academy Daily Schedule

	<u>Kindergarten</u>	<u>First Grade</u>	<u>Second Grade</u>	<u>Third Grade</u>
7:40-8:00	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:30-9:00	Literacy Block	Literacy Block	Literacy Block	Literacy Block
9:00-9:30				
9:30-10:00				
10:00-10:30				
10:30-11:00	Social Studies	Social Studies	Social Studies	Social Studies
11:00-11:30	Recess	Related Arts	Science	Science
11:30-12:00	Lunch	Recess	Related Arts	Recess
12:00-12:30	Related Arts	Lunch	Recess	Lunch
12:30-1:00	Science	Science	Lunch	Related Arts
1:00-1:30	Math Block	Math Block	Math Block	Math Block
1:30-2:00				
2:00-2:30				
2:30-3:00	Closing Circle	Closing Circle	Closing Circle	Closing Circle
3:00-3:30	Target Time	Target Time	Target Time	Target Time
3:30-4:15	Visual/Fine Arts Enrichment	Visual/Fine Arts Enrichment	Visual/Fine Arts Enrichment	Visual/Fine Arts Enrichment
4:15	Dismissal	Dismissal	Dismissal	Dismissal

Literacy 120 minutes/day

Math 90 minutes/day

Social Studies 30 minutes/day

Science 30 minutes/day

Target Time (Intervention and/or Enrichment): 30 minutes/day

Visual/Fine Arts Enrichment: 45 minutes- 3 days a week

Related Arts Schedule

Grade Level	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
KA	PE	Art	Foreign Lang	PE	Art
KB	Foreign Lang	PE	Art	Foreign Lang	PE
KC	Art	Foreign Lang	PE	Art	Foreign Lang
1A	PE	Art	Foreign Lang	PE	Art
1B	Foreign Lang	PE	Art	Foreign Lang	PE
2A	Art	Foreign Lang	PE	Art	Foreign Lang
2B	PE	Art	Foreign Lang	PE	Art
3A	Foreign Lang	PE	Art	Foreign Lang	PE
3B	Art	Foreign Lang	PE	Art	Foreign Lang

The Promise Academy Enrollment Policy

The Promise Academy will be a free public school and adhere to all requirements outlined by its charter authorizer and federal and state law regarding enrollment. The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin. Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings. In the spring, the school holds an advertised open enrollment period, during which any Indiana resident may apply. In the event that any grade is over-subscribed, a public lottery is held to determine enrollment and a waiting list.

Applications for admissions will be available in both English and Spanish. Enrollment will remain “open” until all seats have been filled. Each eligible student who submits a timely application will be given equal chance of admission.

Proposed enrollment timeline **prior** to first year of service.

1. Conduct Kindergarten Roundup (February through March)
2. Accept new applications during open enrollment (March through May)
 - a. During the open enrollment period new applications are time- and date-stamped for legal purposes.
 - b. The enrollment period and lottery date will be publicly advertised as required by law.
3. Conduct the lottery (after open enrollment period)
 - a. Approximately 1 1/2 weeks after open enrollment concludes on a weekday evening between 4:30 and 7 p.m.
 - b. The lottery must take place in a public location and at a date and time advertised to the public (the date and time advertised in the published legal notice and/or media release).
 - c. Names are drawn by grade level until all open spaces are filled, documenting carefully, and keeping a master list.
 - d. Notify all parents in writing about the lottery results – welcome letters to those drawn and regret letters to those not randomly selected. Also, provide information on next steps, such as registration information for those who were selected and waiting list procedures for those whose names were not drawn.
4. Accept late applications (throughout spring and summer)
 - a. The school continues to accept applications (time & date stamp applications) after the advertised open enrollment period. Students applying for grades in which space is still available may be immediately accepted.
 - b. Students applying for grades in which spaces are not available should be added to the waiting list in the order in which the applications are received. If there is already a waiting list from the open enrollment period and lottery, these names should be placed in order of receipt at the bottom of the waiting list.
5. Register students (after lottery, August)
 - a. Once an application is accepted, formally register each student, using appropriate forms. Parents should be told to bring birth certificates, immunization records and other needed information. Parents will be informed that a child is not officially enrolled until all required information is provided.
 - b. Provide specific registration times/events to help gather needed information from parents and welcome families to the school.
6. Orientation (August)
 - a. New and current parents benefit from an organized school orientation. Provide

- student handbooks, school process and procedure information, etc.
7. Wait list maintenance
 8. As spaces become available due to withdrawals and transfers, families on the waiting list will be notified in the order that they appear on the list. Orientations will be given for new families as they join.
 9. Withdrawals
 - a. Any families wishing to withdraw or transfer will be given an exit interview to determine if there is more the school can do to assist them.
 10. The proposed enrollment timeline (**post opening**) is as follows:

By the end of February each year, the academy determines students who intend to return the next academic year.

1. Determine academy point person responsible for collecting and tabulating reenrollment applications.
 - a. Determine method by which children will return their applications. We recommend that these forms are returned to the students' teachers, who will pass them on to the enrollment point person daily for tabulation.
 - b. Send letters and re-enrollment forms to existing parents, including deadline, reminding parents that their child's spot will not be held unless they return the form.
2. Determine the number of students that will be returning.
 - a. Begin contacting the parents that have not submitted a re-enrollment application by telephone.
 - b. Current students who do not reserve a seat by the school's stated deadline can enroll only by submitting a new application. These students can only enroll if there are spaces available in the requested grade for new applications. Determine the number of interested siblings planning to attend as new students.
 - c. Siblings of re-enrolling students have priority for available spaces. Parents should fill out enrollment forms for interested siblings.
3. Fill grades with re-enrollees and siblings (by mid-March)
 - a. Determine the number of students re-enrolling by grade level for the next school year.
 - b. Determine the number of spaces available per grade for new students.
 - c. List the number of student sibling requests and determine whether a sibling lottery is needed.
 - d. If there are more sibling applicants than spaces at a particular grade, the academy must have a public lottery for the spaces available. Any sibling not admitted by random selection drawing shall be placed on a waiting list for enrollment should a space become available for the requested grade.
4. Conduct Kindergarten Roundup (February through March)
5. Accept new applications during open enrollment (March through May)
 - a. During the open enrollment period new applications are time-and-date-stamped for legal purposes.
 - b. The enrollment period and lottery date will be publicly advertised as required by law.
6. Conduct the lottery (after open enrollment period)
 - a. approximately 1 1/2 weeks after open enrollment concludes on a weekday evening between 4:30 and 7 p.m.
 - b. The lottery must take place in a public location and at a date and time advertised to the public (the date and time advertised in the published legal notice and/or media release).

- c. Names are drawn by grade level until all open spaces are filled, documenting carefully, and keeping a master list.
 - d. Notify all parents in writing about the lottery results – welcome letters to those drawn and regrets letters to those not randomly selected. Also, provide information on next steps, such as registration information for those who were selected and waiting list procedures for those whose names were not drawn.
- 7. Accept late applications (throughout spring and summer)
 - a. The school continues to accept applications (time-and-date-stamp applications) after the advertised open enrollment period. Students applying for grades in which space is still available may be immediately accepted.
 - b. Students applying for grades in which spaces are not available should be added to the waiting list in the order in which the applications are received. If there is already a waiting list from the open enrollment period and lottery, these names should be placed in order of receipt at the bottom of the waiting list.
- 8. Register students (after lottery, August)
 - a. Once an application is accepted, formally register each student, using appropriate forms. Parents should be told to bring birth certificates, immunization records and other needed information. Parents will be informed that a child is not official enrolled until all required information is provided.
 - b. Provide specific registration times/events to help gather needed information from parents and welcome families to the school.
- 9. Orientation (August)
 - a. New and current parents benefit from an organized school orientation. Provide student handbooks, school process and procedure information, etc.
- 10. Wait list maintenance
 - a. As spaces become available due to withdrawals and transfers, families on the waiting list will be notified in the order that they appear on the list. Orientations will be given for new families as they join.
- 11. Withdrawals
 - a. Any families wishing to withdraw or transfer will be given an exit interview to determine if there is more the school can do to assist them.

Classroom Implementation

Students learn best when their classrooms are places where they feel safe, challenged, and joyful— places that free them to learn. At the heart of the Responsive Classroom approach are ten class- room practices that help teachers create such an environment.

CLASSROOM PRACTICES

Morning Meeting: Gathering as a whole class to greet one another to share news, and warm up for the day ahead.	Guided Discovery: Introducing materials in a format that encourages creativity and responsibility
Rule Creation: helping students create rules that allow all class members to reach their learning goals.	Academic Choice: Increasing student motivation by differentiating instruction
Interactive Modeling: Teaching Children to notice and internalize expected behaviors through modeling	Classroom Organization: Setting up the physical room in a way that encourages independence, cooperation and productivity
Positive Teacher Language: Using words and tones that promotes children’s active learning.	Working with Families: hearing families’ insights and helping them understand the school’s teaching approaches.
Logical Consequences: Responding to misbehavior in a way that allows students to fix and learn from their mistakes.	Collaborative Problem Solving: Using conferencing and role-playing and other strategies to resolve problems with students.

(www.responsiveclassroom.org, 2012)

School Wide Implementation

At all times students are expected to be courteous and respectful to other students, teachers, educational assistants, librarians, custodians, secretaries, volunteers, substitutes and administration.

Hallways/Entrances/Exits/Bathroom Rules

1. Walk in the hallways.
2. Keep your hands, feet and objects to yourself.
3. Move quietly in the hallways during class time.
4. Use assigned entrances and exits.

Lunchroom Expectations

1. Follow directions of supervisors.
2. Keep hands, feet and objects to yourself (No throwing of objects or food).
3. Use inside voices. (Shouting, Yelling and being Boisterous is not allowed).
4. Remain in your seats until dismissed. (Deposit garbage when dismissed).
5. Clean up after yourself.
6. Raise your hand if you need assistance

Playground Expectations

1. Follow directions of staff.

2. Keep hands, feet and objects to yourself.
3. Use polite and respectful language and manners.
4. Don't throw things.
5. Use playground equipment safely as directed by staff.
6. Come in immediately when called by the teacher to end recess.
7. Stay in designated areas of play.

School Leader Implementation

Addressing Positive Behavior

When a student is referred to the School Leader for good behavior/work as part of the Teacher's Classroom Plan, the student will receive any of the following consequences

1. Verbal Praise
2. A special certificate or note
3. Special Announcement over schools "PA" system
4. Monthly Principal's Breakfast

Addressing Inappropriate Behavior

When a student is referred to the School Leader for misbehavior they will be given a Disciplinary Referral Form as part of the Teacher's Classroom Discipline Plan or the School-Wide Discipline Plan, for inappropriate behavior, the student may receive any of the following consequences depending on the circumstance and severity. The Promise Academy's School Leaders will address misbehavior by following the Tier I, II, and III Model. Parents will be contacted and will receive a copy of the Disciplinary Referral. Depending on the severity.

<u>Tier</u>	<u>Type of Misbehavior</u>	<u>Possible Corrective Action</u>
TIER III	<ul style="list-style-type: none"> • Threat of Bodily Harm • Fighting • Inappropriate Touching • Setting a False Fire Alarm • Insubordination (Failure to comply) • Bomb Threat • Battery • Possession of a Weapon • Gambling • Physical Aggression • Bullying 	<ul style="list-style-type: none"> • In School Suspension • Out of School Suspension • Administrative Conference with Student and Parent • Expulsion (Follow Due Process Procedures)

TIER II	<ul style="list-style-type: none"> • Insubordination (Failure to comply) • Argumentative • Physical Aggression • Verbal Aggression • Incites others to Violence or Disruption • Excessive Classroom Disruption 	<ul style="list-style-type: none"> • Written Parent Notification • Counselor-Parent Conference • Written Parent Notification • In-School Suspension • Follow Behavior Plan • Privileges restricted
TIER I	<ul style="list-style-type: none"> • Classroom Disruption • Possession of Toy/Electronic Device • Gum and/or Candy • Refusal to Work • Tardy 	<ul style="list-style-type: none"> • Expectations Restated • Teacher-Student Conference • Administrative Conference • Send to Buddy Classroom (Timeout) • Follow Behavior Plan • Parent Phone Call • Student-Parent-Teacher Conference • Warning • Privileges restricted

Rights of Students with Disabilities

The Individuals with Disabilities Education Act (IDEA) is a federal law enacted in 1990 and reauthorized in 1997 and 2004. It is designed to protect the rights of students with disabilities by ensuring that everyone receives a free appropriate public education (FAPE), regardless of ability. Furthermore, IDEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards.

The Promise Academy will adhere to a student’s IEP concerning discipline. If a student has an IEP a case conference will convene prior to any due process procedure.

Due Process

Every student has the right to education. Whenever a student is deprived of his right to education through disciplinary proceedings such as suspension or expulsion, the student is entitled to due process. This right to due process includes the right to notice and a fair hearing prior to the administration of long-term suspension or expulsion.

All long-term suspensions and expulsions must be evaluated in a formal hearing. During this hearing, the student has the right to:

- * Know what specific rules were violated
- * Have the decision regarding the suspension/expulsion decided by an impartial three person panel

- * Bring evidence and witnesses on the student's behalf
- * Bring legal counsel
- * Have the hearing be closed to the public to protect the privacy of the student

If a school official or the board of education denies you your right to due process, you can use this as a defense to a suspension or expulsion decision. A denial of due process procedures is grounds for the reversal of a suspension or expulsion decision of the board of education and for your immediate reinstatement to school.

In an emergency situation, you can be denied your due process rights, but only temporarily. If the school believes that you pose an immediate threat to yourself or others, the school staff can suspend you immediately for up to ten days without giving you a hearing. However, the due process procedures must be provided as soon as possible. Only in emergency situations can due process be provided following the application of discipline.

Expulsions (Appeal Process)

Within thirty school days of the principal's or designee's determination to recommend expulsion, the student is entitled to a hearing. The student receives written notice of an expulsion hearing at least ten days prior to the hearing. This notice includes:

- * Date and place of the hearing.
- * The specific facts and charges upon which the proposed expulsion is based.
- * A copy of the district disciplinary rules which relate to the alleged violation.
- * Explanation of the right for the student or student's parent or guardian to appear in person, or to obtain and be represented by an attorney.
- * Explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
- * Explanation of the right to confront and question all witnesses who testify at the hearing, and to question all other evidence presented.
- * Explanation of the right to present evidence on the student's behalf, including witnesses.

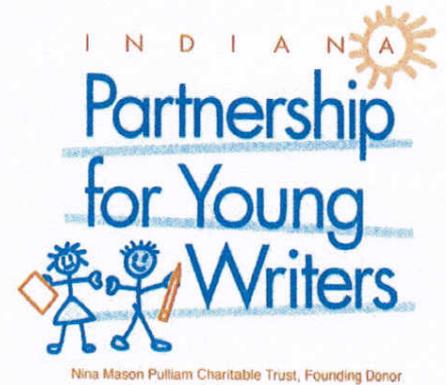
A student is entitled to one postponement of an expulsion hearing. Once the hearing has started, it must be conducted without any unnecessary delay. A parent or guardian may also choose to waive their rights and agree to a stipulated decision.

A parent or guardian must file a formal appeal there within thirty days from the date the expulsion was ordered by the Board of Education. A board decision to suspend an expulsion order does not affect the requirements for filing an appeal.

How Parent's are informed of the School's Discipline Policy

Discipline is the ability for a person to take responsibility for their actions/choices. Students need to be taught how to accept this responsibility. All classroom teachers will

follow the responsive discipline plan in place in their rooms that reinforces good behavioral choices and works to eliminate negative behaviors. Students are the key components to these plans and it is essential that they learn how to solve problems and make choices that are for the good of all (including him/herself). Teachers will send home a copies of their classroom discipline plan and our discipline policy will be in the parent/student handbook. Parents will be made aware of any changes or updates to the policies.



March 13, 2013

To Whom It May Concern:

I am writing this letter in support of the proposed charter school, The Promise Academy, which will be located in central Indianapolis.

We at The Indiana Partnership for Young Writers would be honored to partner with The Promise Academy by providing professional development in the area of Reading and Writing Workshop to the teachers of TPA. The in depth and ongoing professional development opportunities we provide are greatly aligned with The Promise Academy's proposed educational plan. We would be pleased to join forces with TPA, by matching funds for our workshops, institutes, and in-school coaching opportunities and/or providing grant funded spots for TPA teachers when they are available. We look forward to helping the school ensure that their students are getting the most effective education possible.

Sincerely,

Susan Adamson
Director, Indiana Partnership for Young Writers



CENTER FOR LEADERSHIP DEVELOPMENT

Empowering Youth / Strengthening Community

BOARD OF DIRECTORS

CHAIRMAN
Dr. Robert L. Bowen, P.E.
Engineering Corporation

VICE CHAIRMAN
Bill A. West
Mays Chemical Company

SECRETARY
Joseph A. Slash
Indianapolis Urban League

TREASURER
Patrick F. Carr
Rule Insurance Company

PAST CHAIRMAN, MEMBER
Jerry D. Semler
Companies of OneAmerica

PAST CHAIRMAN, MEMBER
Stephen A. Stitle
PVC

MEMBERS

Dennis L. Bassett
Chase Bank Indiana

Quinn Buckner
Indiana Pacers

Willie A. Bush
Retired

Daniel Elsener
Marian University

Dr. Jacqueline S. Greenwood
Indianapolis Public Schools

Jeffrey Harrison
Citizens Energy Group

Bruce Hill
Eli Lilly and Company

Jennett Hill
Bakers & Daniels LLP

Thomas A. King
Indiana State Museum

Peyton Manning
Peyback Foundation

Randy Reichmann
Old National Bank

LaSalle Rhymes, Jr.
Retired

Derica W. Rice
Eli Lilly and Company

James Sadtler
Power & Light Company

Joseph Slaughter
Herff Jones

LaTanya Smith
WellPoint, Inc.

Sydney L. Steele
Roger Gardis & Regas, LLP

Rhonda L. Stoughton
The Stoughton Group

Curtis E. Taylor
Gene B. Glick Company, Inc.

Robert Vowels
Legiate Athletic Association

Patrick Walsh
Communications Corporation

Marvin White
St. Vincent Health

Charles T. Williams
Radio One - Indianapolis

Dennis E. Bland, Esq.
President
Center for Leadership Development

April 5, 2012

Re: Promise Academy Collaboration

To whom it may concern,

The Center for Leadership Development would be honored to partner with the Promise Academy by creating strategic opportunities to get Promise Academy students enrolled in CLD programs and to get parents of your students connected to CLD. We would be honored to join forces with the Promise Academy to help make sure your students are getting the most comprehensive education and the strongest life skills development possible.

We hope for the Promise Academy, great success in your endeavors.

Yours for the development of youth,

[Handwritten signature]

Dennis E. Bland, Esq.

President

2425 Dr. Martin Luther King
Indianapolis, IN 46208

OFFICE [317] 923-8100
FAX [317] 923-8100

www.cldinc.org



Flanner House of Indianapolis, Inc.

To Whom It May Concern:

This letter comes to support The Promise Academy, a proposed charter school which is currently seeking a suitable location in the Northwest Area of Indianapolis.

The Promise Academy will be providing a curriculum that is culturally relevant to enhance educational opportunities for African American students. Flanner House's 114 year old mission is to support individuals into self sufficiency. Quality education is foundational in this objective.

We look forward to working with The Promise Academy in the near future.

Respectfully,

Myron Richardson
Executive Director
Flanner House



G. HOLLAND ASSOCIATES, LLC

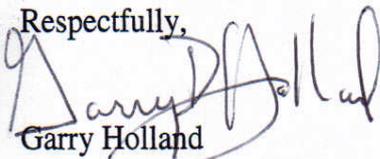
To Whom It May Concern:

On behalf of GHolland & Associates, LLC publisher of The Historic Journey "Yes We Can" curriculum resource guide. I am writing this letter in response to the proposed charter school, The Promise Academy, which will be located in the United Northwest Area.

We at GHolland & Associates, LLC feels The Promise Academy is an excellent use of the property and will become a valuable part of our community. We are looking forward to partnering with The Promise Academy in the near future.

Please do not hesitate to contact me if you have any questions.

Respectfully,



Garry Holland

President / CEO

GHolland & Associates, LLC

317.250.9862

garryholland@thehistoricjourney.com

www.thehistoricjourney.org



Creator of **The Historic Journey** Teacher Activity Guide

4928 East 62nd Street | Suite D | Indianapolis, IN 46220 | 317.250.9862

gd.holland.1@gmail.com | garryholland@thehistoricjourney.com

The Promise Academy Start - Up Plan

	<u>Begin</u>	<u>End</u>	<u>Task</u>	<u>Responsible</u>
Funding				
	3/15/13	5/20/13	Apply for Charter Approval with ICSB	Board Members
	5/28/13	5/30/13	Apply for Walton Grant	Board Members
	5/28/13	5/30/13	Apply for The Public Charter Schools Program (PCSP) Grant	Board Members
Curriculum				
	1/1/12	8/22/12	Identify and Develop Curriculum	Founding Group Members
	8/22/12	2/21/13	Create Scope & Sequence (may be modified by leadership team based on need)	Founding Group Members
	6/1/14	6/30/14	Purchase Curriculum and Supplemental Supplies	Principal and Business Manager
EMO/Service Provider Selection				
	October 2011	January 2012	Met with Representatives from Leona Group LLC. Discussed services that would potentially be provided.	Board Members
	January 2012	March 2012	Leona Group assisted with writing/submitting charter to ICSB in Spring 2012.	Board Members
	July 2013	July 2013	Met with Dr. Michael Bakalis of American Quality Schools to discuss services that would potentially be provided.	Board Members
	September 2013	October 2013	Met with Marcus Robinson of Ed Power to discuss services that would potentially be provided.	Board Members

	October 2013	November 2013	Began having discussions with Victory Education Partners to discuss services that would potentially be provided.	Board Members
	November 2013	December 2013	Completed more in-depth research about all EMOs that were contacted. Compared EMOs based on the research	Board Members
	January 17, 2013	January 17, 2013	Selected Victory Education Partners as a service provider for Finance/Accounting and Human Resources.	Board Members
Facilities				
	8/27/12	3/7/13	Identify Possible Location of School	Board Members
	3/7/13	3/7/13	Meet with Representative from IFF to discuss funding	Ayana Wilson-Coles and Tara Doss
	3/7/13	3/31/13	Complete walk throughs for potential locations	Kenneth Taylor
	3/31/13	4/20/13	Select Site	Board Members
	5/28/13	5/28/13	Contact IFF for Facility Planning	Ayana Wilson-Coles, Tara Doss, Kenneth Taylor
	5/28/13	5/31/13	Apply for Funding from IFF	Ayana Wilson-Coles, Amia Foston, Tara Doss
	7/1/13	5/1/14	Construction of Facilities	Kenneth Taylor and IFF
Student Information Systems				
	2/20/13	3/14/13	Research and Identify SIS system that will be used	Board Members
	6/1/14	6/30/14	Purchase SIS system	Business Manager
Staffing				
School Leadership Team				

	November 2011	December 2011	Identify School Leadership Positions	Board Members
	December 2011	December 2011	Identify School Leadership Team	Board Members
	1/15/14		Principal Start Date	
Business Manager				
	1/15/14	2/15/14	Create and post job description	Board Members
	2/10/14	2/20/14	Begin interview process	Board Members & School Leadership Team
	2/25/14		Extend job offer	Board Members & School Leadership Team
	3/1/14		Business Manager Start Date	
Teachers				
	1/15/14	06/1/14	Create and post job descriptions	School Leadership Team
	1/15/14	5/30/14	Attend job fairs and market jobs through partnerships	School Leadership Team
	5/30/14	6/15/14	Begin interview process	Board Members & School Leadership Team
	6/20/14	6/25/14	Extend job offers	Board Members & School Leadership Team
	7/21/13	8/1/14	Professional Development and Orientation	School Leadership Team
Teacher Aides (Paraprofessionals)				
	1/15/14	6/1/14	Create and post job descriptions	School Leadership Team
	5/30/14	6/15/14	Begin interview process	Board Members & School Leadership Team

	6/20/14	6/25/14	Extend job offers	Board Members & School Leadership Team
	7/21/13	8/1/14	Professional Development and Orientation	School Leadership Team
Custodians				
	1/15/14	6/1/14	Create and post job descriptions	School Leadership Team
	5/30/14	6/15/14	Begin interview process	Board Members & School Leadership Team
	6/20/14	6/25/14	Extend job offers	Board Members & School Leadership Team
	7/1/14		Start Date	
Operations				
	Immediately upon approval		Complete Charter School Check List: http://www.in.gov/icsb/files/ICSB_StartUp_Manual_May_2012.pdf	Board Members
	1/1/14	1/15/14	Establish payroll system	Victory Education Partners
	5/1/14	6/1/14	Purchase classroom furniture	Business Manager
	5/1/14	6/1/14	Purchase textbooks	Business Manager
	5/1/14	6/1/14	Purchase instructional supplies	Business Manager
	5/1/14	6/1/14	Technology	Business Manager
	5/1/14	6/1/14	Finalize food service contracts	Business Manager
	5/1/14	6/1/14	Finalize transportation contracts	Business Manager

	2/1/14	3/1/14	Create staff handbook	Principal
	2/1/14	3/1/14	Create student handbook	Principal
	2/1/14	3/1/14	Create school safety plan	Principal
Recruitment/Enrollment				
	8/01/13	1/01/14	Work with community partners to begin marketing campaign	Board Members
	1/15/14	3/1/14	Hold information sessions for interested families. Distribute Pre-Enrollment Interest Forms	Board Members
	3/01/14	6/30/14	Begin Accepting Applications	School Leadership Team
	7/15/14	7/15/14	Lottery (If needed)	School Leadership Team
	7/21/14	7/22/14	Parent Orientation Meetings	School Leadership Team
	8/4/14	8/4/14	First Day of school	School Leadership Team
Before and After school Care				
	01/01/14	3/01/14	Research available options. Engage in exploratory conversations	School Principal
	6/1/14	6/1/14	Enter into a partnership	School Principal

Attachment 18 – Insurance

The Promise Academy will be able to receive coverage from WRM America. The estimate for this coverage is outlined below:

General Liability: \$10,000

Student Accident: \$1,900

Workers Compensation: \$18,000

Hired & Non-Owned Auto only: \$100

Umbrella & Excess Liability: \$5,000

TOTAL: \$35,000(Excluding Property coverage)

Attachment 20 – TPA Budget Narrative

The Promise Academy (TPA)'s financial plan is based on a conservative estimate of revenues with a balancing presentation of expenditures to ensure that TPA operates safely and provides a quality educational program, but maintains fiscal balance. Per pupil was calculated at \$7,300 and multiplied by the projected enrollments for each of the first five years of operation to determine the estimated total Basic Grant allocations for each year. TPA's per pupil assumption was based on Indianapolis Public School District's 2011-2012 per pupil grant. Please note that TPA factored in 3-4% annual attrition in our Basic Grant population.

Minimum grant revenues, based on similarly sized schools, were calculated and included in the areas of Title I, Food Services, and Special Education. Combining the estimated Basic Grant allocation, the estimated grant revenues, and federal reimbursements for breakfast and lunch, results in the total Revenue Estimate for Year 1 of \$2,398,093. Estimated revenue is greater in Year 1 due to anticipated start-up monies. Estimated revenue decreases slightly in Year 2, then increases each subsequent year in relation to the estimated student population growth.

Expenditures are maintained at a level to provide a safe, academically successful program while ensuring that the school is fiscally sustainable. By far, the largest expenditure is for personnel at \$1,051,203 or 48% of expended funds in Year 1. This includes the salary and benefit costs for:

- 1 School Leader
- 1 Assistant Principal
- 1 Business Manager
- 1 PT Office Secretary
- 9 Grade Level Teachers
- 5 Additional Teachers (Special Education, ELL, Foreign Language, PE, Art)
- 1 Instructional Coach
- 2 Classroom Paraprofessionals
- 1.5 Custodians

The remaining first year expenditures include:

- \$246,775 (11.2%) for Instructional Supplies and Resources
- \$21,125 (1%) for Support Supplies and Resources
- \$1,800 (<1%) for Board Expenses
- \$344,875 (15.6%) for Purchased or Contract Services (Professional Development, some Special Education services, legal, audit and insurance costs, technology and telephone costs, and food services)
- \$367,076 (16.6%) for Facilities (rent, cleaning, maintenance and furniture)
- \$171,516 (7.8%) for Other Expenditures (CMO/ESP Fee¹, Indiana Charter School Board Fees, and contingency)

¹ Please note that Victory Education Partners will not be charging a CMO/ESP fee as Victory will be providing back office support services only. However, since ICSB requested that TPA submit an Experience Operator application with Victory, we have included the contracted Finance/Accounting and HR services in this line item.

The budgets for Years 2 through 5 are similar, with adjustments made to accommodate the needs of a growing population of students, both in numbers and in grade levels spanned. Please note that the carryover amount is higher in Year 1 than in Years 2 and 3. This is due to the fact that in Year 2, we are significantly building out TPA's staff team. Please note also that all textbooks for Year 2 are being pre-purchased in Year 1, so that we can supplement salaries in Year 2.

TPA has budgeted to hire the Principal and the Business Manager in the pre-opening year (Year 0). Hiring the Principal and Business Manager in the spring before the school opens will enable us to put operational systems into place and ensure that we are prepared to train teachers and implement the academic program from Day 1. The Board of Directors will aggressively pursue the Walton Family Foundation grant as well as the Public Charter Schools Program Federal Grant to support Year 0 expenditures. If we do not receive these grants, TPA's contingency plan is to apply for a line of credit or a loan from a local business or partner. We have already begun discussing this with possible lenders. In the unlikely event that no pre-opening funds are obtained, the activities outlined in the Year 0 budget will instead begin July 1, 2014.

The overall philosophy regarding budget and finance is to provide adequate funds for the school to be operated in a safe and secure manner and to ensure that the school's educational mission is being supported and attained. Attention must be paid to the bottom line to ensure that TPA's expenditures do not exceed the resources available to the school. Deficit spending will not be allowed to occur. If enrollment projections are not made and revenues are short, projected expenditures will need to be reduced to compensate for the revenue shortfall. Those reductions may include any or all of the following: levels of staffing, salary adjustments, purchase of supplies and materials, or other areas. Every effort will be made to balance expenditures with revenues.

TPA's Board of Trustees, working with the Principal, will develop an annual budget each spring to support operations in the following school year. TPA's Finance/Accounting service provider will assist with this process. TPA's Board will ensure that the projected revenues for any given year are adequate to cover projected expenditures for the year.

Once the budget has been developed and implemented, a first review and adjustment will take place shortly after the fall student count. If there are major enrollment discrepancies in either direction, expenditure adjustments will be made as quickly as possible. A revised budget will be adopted to reflect the fiscal reality of the school as well as the programmatic needs. A second budget revision may be made during the second semester, if necessary.

Every effort will be made to put TPA's resources to use to support the educational mission of the school. That means primary focuses will center on the provision of trained instructional staff, adequate professional development to allow the staff to maintain its currency and to develop its own knowledge base, quality materials and supplies so that students have the resources they need to learn, and adequate instruction time to allow learning to take place.

Resources will also be devoted to housing the students in a safe environment and to safely meet the transportation needs of the student population. Other cost areas will be addressed as required.

In short, the focus is on the academic development of the students in a culturally relevant environment. Extreme efforts will be made to obtain additional funding through competitive grants and sponsor donations. The availability of such funds will allow TPA to expand its offerings, to provide additional opportunities and experiences to students, and to enhance the overall learning environment.

However, competitive grants and philanthropic donations cannot be counted on to sustain the basic operations required for the school. For that reason, the five year budgets developed for TPA allow the natural growth in student population to occur as grade levels are added and to support the basic program for the school. Additional opportunities will be forthcoming for the students as grant monies and philanthropic donations become actualities.

Overall, TPA's Board will carefully watch two bottom lines -- (1) the fiscal condition of the school and (2) the academic growth of its students.

Attachment 21
Victory Education Partners Portfolio Summary

General	
School Name	Chicago International Charter School - Irving Park
City	Chicago, IL
School Contact Information	3820 North Spalding Avenue, Chicago, Illinois 60618
Year Opened	2007
Victory Contract Year	2007
Contact Information	(773) 433-5000

Enrollment	
Total # of Students	517
Grade Levels Served	K-8

Demographics	
% Eligible for FRPL	69.4%
English Language Learners	11.0%
Special Education	7.0%
Black	10.1%
Hispanic	65.6%
Asian	4.4%
White	13.0%
Other	6.9%

State Assessment Data	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
ISAT Reading - Grade 3	94.1%	95.1%	76.1%	60.0%	83.3%
ISAT Reading - Grade 4	96.4%	91.7%	64.2%	71.4%	55.6%
ISAT Reading - Grade 5	84.2%	71.4%	69.8%	69.2%	N/A
ISAT Reading - Grade 6	84.9%	94.1%	81.5%	N/A	N/A
ISAT Reading - Grade 7	90.0%	88.5%	N/A	N/A	N/A
ISAT Reading - Grade 8	81.8%	N/A	N/A	N/A	N/A
ISAT Reading - School Average	88.6%	88.2%	72.9%	66.9%	69.5%
ISAT Math - Grade 3	96.5%	100.0%	91.3%	78.2%	78.6%
ISAT Math - Grade 4	100.0%	97.9%	81.1%	79.6%	59.3%
ISAT Math - Grade 5	85.7%	96.4%	81.1%	80.8%	N/A
ISAT Math - Grade 6	96.2%	94.1%	81.5%	N/A	N/A
ISAT Math - Grade 7	95.0%	92.0%	N/A	N/A	N/A

Attachment 21
Victory Education Partners Portfolio Summary

ISAT Math - Grade 8	77.3%	N/A	N/A	N/A	N/A
ISAT Math - School Average	91.8%	96.1%	81.6%	79.5%	69.0%

Value Added Results (based on the state's value-added model) *			
	2011-2012	2010-2011	2009-2010
Value-Added Results: Reading - Grade 4	0.9	1.7	-0.1
Value-Added Results: Reading - Grade 5	-0.9	0.1	1.4
Value-Added Results: Reading - Grade 6	0.2	2.1	-0.8
Value-Added Results: Reading - Grade 7	-0.7	0.7	N/A
Value-Added Results: Reading - Grade 8	-1.6	N/A	N/A
Value-Added Results: Reading - School Level	-0.4	1.2	0.2
Value-Added Results: Math - Grade 4	1.3	2.5	0.5
Value-Added Results: Math - Grade 5	-0.5	1.7	0.6
Value-Added Results: Math - Grade 6	0.0	1.6	0.5
Value-Added Results: Math - Grade 7	0.3	0.5	N/A
Value-Added Results: Math - Grade 8	-1.1	N/A	N/A
Value-Added Results: Math - School Level	0.0	1.6	0.5

*please note that data is only available for past 3 years.

The Promise Academy
Attachment 22

1. *For all schools operating in the State of Indiana, provide the following as **Attachment 22**: (a) the last three years of audited financial statements for the school; and (b) the most recent internal financial statements including balance sheets and income statements (at least through the end of June 2011) for the organization and any related business entities. Be sure that the school level, ESP/CMO level, and the overall operations are distinctly represented. **NOTE: There is no page limit for this attachment.***

N/A – Victory Education Partners does not operate any schools in the State of Indiana.

VICTORY SCHOOLS, INC.

DECEMBER 31, 2009 AND 2008

TABLE OF CONTENTS

	<u>Page No.</u>
INDEPENDENT AUDITOR'S REPORT ON FINANCIAL STATEMENTS	1
FINANCIAL STATEMENTS	
Balance Sheets	2
Statement of Operations and Retained Earnings	4
Statement of Cash Flows	5
Notes to Financial Statements	6

MOSES AND SCHREIBER, LLP

CERTIFIED PUBLIC ACCOUNTANTS

MELVIN SCHREIBER
GREGORY S. ROM
GARY E. SCHREIBER

DAVID L. MOSES

3000 MARCUS AVENUE
SUITE 1W5
LAKE SUCCESS, NEW YORK 11042

To the Board of Directors
Victory Schools, Inc.
New York, New York

INDEPENDENT AUDITOR'S REPORT

We have audited the accompanying balance sheets of Victory Schools, Inc. (an "S" Corporation) as of December 31, 2009 and 2008, and the related statements of operations, retained earnings, and cash flows for the years then ended. These financial statements are the responsibility of the Company's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Victory Schools, Inc. as of December 31, 2009 and 2008, and the results of its operation and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.



August 16, 2010

VICTORY SCHOOLS, INC.

BALANCE SHEETS
DECEMBER 31,

ASSETS	<u>2009</u>	<u>2008</u>
CURRENT ASSETS		
Cash	\$ 232,854	\$ 380,247
Accounts receivable	2,817,024	1,768,309
Current portion due from charter schools	600,926	1,189,729
Security deposits	91,105	91,105
Prepaid expenses	<u>67,795</u>	<u>53,357</u>
TOTAL CURRENT ASSETS	3,809,704	3,482,747
PROPERTY, PLANT & EQUIPMENT		
Office equipment	52,104	52,104
Telephone and electronics equipment	82,845	79,190
Furniture and fixtures	135,807	127,070
Software	69,449	54,130
Computer equipment	<u>301,784</u>	<u>249,434</u>
	641,989	561,928
Less: Accumulated depreciation	<u>495,225</u>	<u>383,352</u>
TOTAL PROPERTY, PLANT & EQUIPMENT	146,764	178,576
CAPITAL LEASE		
Software	124,029	124,029
Equipment	170,726	-
Computer equipment	159,890	-
Telephone equipment	<u>92,238</u>	<u>92,238</u>
	546,883	216,267
Less: Accumulated depreciation	<u>266,066</u>	<u>105,598</u>
TOTAL CAPITAL LEASE	280,817	110,669
OTHER ASSETS		
Facility loans	<u>1,302,139</u>	<u>1,397,126</u>
TOTAL OTHER ASSETS	<u>1,302,139</u>	<u>1,397,126</u>
TOTAL ASSETS	<u>\$ 5,539,424</u>	<u>\$ 5,169,118</u>

See accompanying notes and accountant's report

VICTORY SCHOOLS, INC.

BALANCE SHEETS

DECEMBER 31,

LIABILITIES	<u>2009</u>	<u>2008</u>
CURRENT LIABILITIES		
Accounts payable	\$ 224,304	\$ 67,805
Accrued expenses	145,226	193,199
Current portion of capital lease payable	122,650	83,837
Unearned income	-	73,099
Line of credit	-	8,752
	<hr/>	<hr/>
TOTAL CURRENT LIABILITIES	492,180	426,692
 OTHER LIABILITIES		
Stockholder's loan	4,302,397	4,372,037
Capital lease payable	219,722	68,641
	<hr/>	<hr/>
TOTAL OTHER LIABILITIES	4,522,119	4,440,678
	<hr/>	<hr/>
TOTAL LIABILITIES	5,014,299	4,867,370
 STOCKHOLDER'S EQUITY		
Common stock (\$.01 par value, 100,000 shares authorized 50,000 shares issued and outstanding)	500	500
Additional paid-in capital	4,999,500	4,999,500
Accumulated deficit	(4,474,875)	(4,698,252)
	<hr/>	<hr/>
TOTAL STOCKHOLDER'S EQUITY	525,125	301,748
	<hr/>	<hr/>
TOTAL LIABILITIES AND STOCKHOLDER'S EQUITY	<u>\$ 5,539,424</u>	<u>\$ 5,169,118</u>

See accompanying notes and accountant's report.

VICTORY SCHOOLS, INC.

STATEMENT OF OPERATIONS AND RETAINED EARNINGS
FOR THE YEARS ENDED DECEMBER 31.

INCOME	<u>2009</u>	<u>2008</u>
Management fees - public school districts	\$ 1,330,000	\$ 1,515,001
Management fees - charter schools	7,000,758	6,930,450
Other program revenue	80,300	253,501
Other income	<u>36,400</u>	<u>8,972</u>
 TOTAL INCOME	 8,447,458	 8,707,924
 EXPENSES		
Employee salaries	4,476,980	3,718,656
Contracted services and professional fees	1,211,329	1,586,203
Employee benefits and payroll taxes	1,049,014	916,858
Curriculum and training services	162,999	176,148
Operations	460,588	575,902
Travel, food, and lodging	232,978	412,957
Rent	308,439	312,879
Insurance	82,274	138,583
Depreciation	<u>272,342</u>	<u>179,341</u>
 TOTAL EXPENSES	 <u>8,256,943</u>	 <u>8,017,527</u>
 NET INCOME BEFORE INTEREST AND TAXES	 190,515	 690,397
 INTEREST INCOME (NET)	 37,489	 (99,985)
INCOME TAXES	<u>4,627</u>	<u>425</u>
 NET INCOME	 223,377	 589,987
 RETAINED DEFICIT, BEGINNING OF YEAR	 <u>(4,698,252)</u>	 <u>(5,288,239)</u>
 RETAINED DEFICIT END OF YEAR	 <u>\$ (4,474,875)</u>	 <u>\$ (4,698,252)</u>

See accompanying notes and accountant's report.

VICTORY SCHOOLS, INC.

STATEMENT OF CASH FLOWS
FOR THE YEARS ENDED DECEMBER 31.

	<u>2009</u>	<u>2008</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Net profit	\$ 223,377	\$ 589,987
Adjustments to reconcile net income to net cash provided by operations		
Depreciation	272,342	179,341
(Increase) decrease in:		
Accounts receivable	(1,048,716)	(25,641)
Due to from charter schools - cash advance	51,457	(242,825)
Prepaid expenses	(14,438)	72,184
Increase (decrease) in:		
Accounts payable	156,499	26,764
Accrued expenses	(47,973)	(273,072)
Unearned income	(73,099)	(248,820)
	(480,551)	77,918
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES		
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property plant and equipment	(80,061)	(80,145)
Purchase of capital lease	(330,616)	(92,238)
Proceeds from charter schools facility loans	678,284	174,681
Charter schools facility loans	(45,951)	(313,672)
	221,656	(311,374)
NET CASH FLOWS PROVIDED (USED) BY INVESTING ACTIVITIES		
CASH FLOWS FROM FINANCING ACTIVITIES		
Proceeds of capital lease	189,894	33,987
Repayment of stockholder's loan	(250,000)	-
Interest payable on stockholder's loan	180,360	180,360
Repayment of line of credit	(8,752)	8,252
	111,502	222,599
NET CASH PROVIDED FROM FINANCING ACTIVITIES		
NET (DECREASE) IN CASH	(147,393)	(10,857)
CASH AT BEGINNING OF YEAR	380,247	391,104
CASH AT END OF YEAR	\$ 232,854	\$ 380,247
SUPPLEMENTAL DISCLOSURES		
Cash paid for:		
Interest	\$ 290,020	\$ 7,991
Taxes	4,627	425

See accompanying notes and accountant's report

VICTORY SCHOOLS, INC.

NOTES TO FINANCIAL STATEMENTS

1. NATURE OF BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Business

Victory Schools, Inc. ("the Company") an "S" Corporation, organized in the state of Delaware located in New York, N.Y., commenced operations March 3, 1999. The Company is a private manager of public schools and is a national leader in the movement for whole school reform. The Company's mission is to create exceptional schools for America's children by combining the best elements of the public and private sectors. To achieve this mission, Victory partners with the state departments of education, local boards of education, teachers unions, community groups and parents. Victory has a consultative approach to assisting public school districts; its strong emphasis on partnerships with all public education stakeholders; and its desire to provide the highest quality, most personalized service to the schools it serves.

Basis of Accounting

The financial statements of the Company have been prepared in conformity with accounting principles generally accepted in the United States of America ("GAAP"). Revenues are recognized when earned and collectable and expenses when incurred.

Cash and Cash Equivalents

For purposes of these statements, the Company considers all highly liquid debt instruments purchased with an original maturity of three months or less to be cash equivalents

Use of Estimates

Management uses estimates and assumptions in preparing financial statements. Those estimates and assumptions affect the reported amounts of assets, liabilities, the disclosure of contingent assets and liabilities, and the reported revenues and expenses. Actual results could differ from those estimates included in the financial statements.

Taxes

The Company, with the consent of its stockholder, is organized as a Subchapter S Corporation. The Company is responsible for the payment of New York City general corporation tax and New York State franchise tax. The Company is also responsible for the payment of Pennsylvania and Illinois state franchise tax for their offices in those states.

VICTORY SCHOOLS, INC.

NOTES TO FINANCIAL STATEMENTS

1. NATURE OF BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Property and Equipment

Property and equipment are stated at cost and depreciated over their estimated useful lives. Upon sale or retirement, the cost and related accumulated depreciation are removed from the respective accounts, and any gain or loss is included in the statement of operations. Depreciation is computed using the straight-line method based on the estimated useful lives of the assets. The cost of repairs and maintenance is charged to expense as incurred.

	<u>2009</u> Cost	<u>2008</u> Cost	<u>Estimated</u> Useful Life
Office Equipment	52,104	52,104	3-5 years
Telephone and Electronics Equipment	82,845	79,190	3-5 years
Furniture & Fixtures	135,807	127,070	7-10 years
Software	69,449	54,130	3-5 years
Computer Equipment	301,784	249,434	3-5 years

Unearned Income

Unearned income in 2008 represents fees collected in advance for 2009 for students attending the Philadelphia school in the amount of \$73,099.

Stock Based Compensations

The Company accounts for its stock based compensation by FASB Accounting Standards Codification 718 (formerly Statement of Financial Accounting Standards ("SFAS") No. 123), Accounting for Stock-Based Compensation, which requires the Company to record compensation expense based upon the fair value of stock-based awards. The Company uses the Black-Scholes-Merton model ("Black-Scholes") to determine the fair value of the options. The fair value has been determined using the minimum value method for options granted to employees only.

Fair Value

All other assets and liabilities are held at cost which approximates fair value at December 31, 2009 and 2008, respectively, excluding property and equipment.

VICTORY SCHOOLS, INC.

NOTES TO FINANCIAL STATEMENTS

2. BUSINESS OVERVIEW

Contracts with Charter Schools

The Company began as a manager of charter schools in New York State. In 1999, the Company opened New York State's first charter public school, the Sisulu Children's Academy – Harlem Public Charter School, now known as the Sisulu – Walker Charter School of Harlem, ("Sisulu"). In 2000, the Company opened Long Island's first charter school, the Roosevelt Children's Academy Charter School ("Roosevelt"), as well as the Merrick Academy – Queens Public Charter School ("Merrick") in Queens Village. In 2004, the Company opened up the Peninsula Preparatory Academy Charter School ("Peninsula") in Far Rockaway as well as assisted in the opening of the Grand Concourse Academy ("GCA") in the Bronx. In 2005, the Company opened Westchester's first charter school, the Charter School of Educational Excellence, ("CSEE"), as well as the South Bronx Charter School for International Cultures and the Arts, ("SBCS"). In August 2006, the company also took over the management of New Covenant Charter School, ("NCCS") in Albany.

In 2007, the Company was engaged by the Chicago International Charter School ("CICS") to open up a new charter school campus, Irving Park and to take over the management of another charter school campus, Basil. Also in 2007, the company opened up a charter school in Philadelphia, the Southwest Leadership Academy, ("SLA"). Finally in 2007, the contract with Roosevelt Children's Academy Charter School ("Roosevelt") was terminated.

The Company continues to manage the operations of Sisulu, Merrick, Peninsula, CSEE, SBCS, SLA, NCCS, Basil, and Irving Park under separate management agreements ("Agreements"). Under the Agreements, the Company assumes responsibility for all tasks and functions associated with the management and operation of the schools. The Company is responsible for designing and developing the curriculum; acquiring educational materials; hiring, training and supervising all faculty and staff; and managing all financial and operational functions. These agreements do not contain provisions for extensions or renewals and expire in June 2009, 2010 and 2011. For GCA, the Company has a Support Services agreement ("Services") in place for the agreed upon services contracted out by the respective school's Board of Trustees. This agreement expired in June 2009. The agreement for Roosevelt was terminated in June 2007 (see note 5).

For all of the agreements in effect, the Company receives a fee based upon the number of students registered at the school. All of the agreements, with the exception of Roosevelt in 2006 and NCCS in 2007, include a fee escalation clause based upon the increase in the per pupil billing rates from the primary district where the students reside.

VICTORY SCHOOLS, INC.

NOTES TO FINANCIAL STATEMENTS

2. BUSINESS OVERVIEW (continued)

In 2008, the company was engaged by both the Bronx Global Learning Institute for Girls Charter School and New York Charter High School for Architecture, Engineering & Construction Industries. In 2009 the Company was engaged by both the Academy Charter School and the Hope Institute Learning Academy.

Contracts with Public School Districts

In 2002, the Company was selected by the School District of Philadelphia (“SDP”) to provide educational services to five low-performing Philadelphia public schools. During April 2003, the SDP was authorized to expand the Company’s contract to include one additional school. The Company provides management services, administrative supervision and professional staff training to the SDP. The Company has the discretion to determine the textbooks, supplies, equipment and technology to be purchased with district funds at each school in support of the Company’s educational model and school design.

3. CONCENTRATION OF RISK

The Company has cash deposits in excess of federally insured limits with JPMorgan Chase Bank NA. Deposits with JPMorgan Chase Bank NA exceeded those limits by \$31,370 and \$168,509 at December 31, 2009 and 2008 respectively.

Credit risk represents the loss that would be recognized if counterparties failed to completely perform as contracted. Financial instruments that subject Victory Schools, Inc. to credit risk consist principally of trade receivables. Furthermore, concentrations of credit risk exists for groups of customers, (i.e. Charter and public school systems) when they have similar economic characteristics that would cause their ability to meet contractual obligations to be similarly affected by changes in economic or other conditions.

4. MANAGEMENT FEES AND DEFERRED MANAGEMENT FEES

The Company invoices its charter school clients on a monthly basis. Management fees are paid by the schools to the Company from time to time throughout the year as sufficient funds become available. In the situation where the management fee payable to the Company exceeds the cumulative excess of revenues over expenses, the charter school defers the payment of any such excess until such time as the cumulative excess of revenues over expensed is sufficient to permit the charter school to make payment of such deferred management fees.

VICTORY SCHOOLS, INC.

NOTES TO FINANCIAL STATEMENTS

5. DUE FROM/(TO) CHARTER SCHOOLS

Due from/(to) charter schools at December 31, 2009 and 2008, respectively, represents the following:

	<u>2009</u>	<u>2008</u>
Facility loans:		
Roosevelt Children's Academy	\$ -	\$ 582,895
Merrick Academy	60,323	172,446
Charter School of Educational Excellence	<u>1,336,862</u>	<u>1,371,586</u>
Total facility loans	1,397,186	2,126,927
Cash advances and expenditures		
Sisulu-Walker Children's Academy	(976)	520
Merrick Children's Academy	3,219	3,588
New Hope Institute Learning Academy	6,850	-
Grand Concourse Academy	-	1,842
Peninsula Preparatory Academy	1,177	554
South Bronx Charter School	75	259,515
Charter School of Educational Excellence	(7,978)	(87,878)
New Covenant Charter School	250,117	117
Southwest Leadership Academy	9,395	49,303
NYC HS for Arch, Engineering, & Const. Ind.	39,190	220,000
Bronx Global Learning Inst for Girls	(586)	690
Chicago International Charter School (Basil)	26,964	(1,283)
Chicago International Charter School (Irving Park)	27,644	12,960
The Academy Charter School	<u>150,788</u>	<u>-</u>
Total cash advances and expenditures	<u>505,879</u>	<u>459,928</u>
Total due from Charter Schools	<u>\$ 1,903,065</u>	<u>\$ 2,586,855</u>

VICTORY SCHOOLS, INC.

NOTES TO FINANCIAL STATEMENTS

5. DUE FROM/(TO) CHARTER SCHOOLS (continued)

The Merrick loan represents the balance due on a term-note dated April 22, 2001 for a principal sum of \$712,832 that accrues interest at a rate of 9.85% and payable in monthly payments of \$10,345 through June 2010. The term is for 102 months.

Charter School of Educational Excellence loan represents the balance due from Management fees, cash advances and miscellaneous expenses from the first two years under management. The principal sum originally was \$1,371,586 that accrued interest at a rate of 7.5% and was payable in monthly payments of \$17,724 from July 2007 through June 2008. The loan was amended to the monthly loan payments of \$2,894 of principal only and 0% interest from July 2008 through June 2010. Starting July 2010 thru June 2019 the loan will be revised to accrue interest at a rate of 7.85% with a monthly payment of \$17,076.

All cash advances and expenditures due from the charter schools are repaid at such time as the school has sufficient funds. The facility loans are being repaid per the terms of each loan agreement.

6. RELATED PARTY TRANSACTIONS

The Company is wholly owned by one stockholder and it has common ownership with other entities affiliated with the stockholder.

The Company has a \$3,829,393 outstanding loan payable as of December 31, 2009 and 2008, respectively, to the sole stockholder of the Company. The unpaid principal together with the interest accrued at the Applicable Federal Rate is due and payable in full on demand. Interest accrued on this loan was \$180,364 and \$180,364 for December 31, 2009 and 2008, respectively. The Company made a payment on the outstanding accrued interest of \$250,000 in 2009.

VICTORY SCHOOLS, INC.

NOTES TO FINANCIAL STATEMENTS

7. STOCK OPTION PLAN

The Board of Directors of the Company officially approved the Stock Option Plan ("Stock Plan") in October 2000, which provides for the granting of stock options to officers, key employees, and non-employee consultants. Under the Stock Plan, options outstanding vest over a three-year straight-line period and expire ten years after the grant date, October 30, 2000. A First Resolution to the Stock Option Plan ("First Resolution") was approved in April 2002, however the options were granted on December 31, 2001. The First Resolution options have a three-year straight-line vesting period beginning December 31, 2001 and expire ten years after the grant date.

A Second Resolution to the Stock Option Plan ("Second Resolution") was approved on December 20, 2002 and the options were granted on that date and November 15, 2003. The Second Resolution options have a three-year straight-line vesting period beginning December 20, 2002 and November 15, 2003, respectively, and expire ten years after their grant date. The Company has granted options to purchase up to an aggregate of 12,000 shares of common stock under the Stock Plan and The First and Second Resolution. Options are exercisable to \$100 per share. The authorized option shares are subject to change with the consent and approval from the Board of Directors.

The fair value of the options granted under the Stock Plan was estimated on the date of grant using the Black-Scholes option pricing model with the following assumptions: (i) dividend yield of 0%; (ii) expected term of ten years; (iii) volatility of 2% (based on years of an accumulative deficits) for employees and volatility of 30% and 26% (based on comparable public company comps) for non-employee consultants; and (iv) and average risk-free interest rate of 4.80% and 4.24% for the years ended December 31, 2009 and 2008, respectively. Based on the results of Black-Scholes, no compensation expense was recorded for the years ended December 31, 2009 and 2008.

VICTORY SCHOOLS, INC.

NOTES TO FINANCIAL STATEMENTS

7. STOCK OPTION PLAN (continued)

Options outstanding under Stock Option plan and First and Second Resolutions are as follows:

	<u>Number of Options</u>	<u>Weighted Average Remaining Life (Years)</u>
Outstanding as of January 1, 2004	11,950	
Granted	-	
Forfeited	<u>(3,805)</u>	
Outstanding as of December 31, 2004	8,145	6
Granted	-	
Forfeited	<u>(20)</u>	
Outstanding as of December 31, 2005	8,125	5
Granted	-	
Forfeited	<u>(250)</u>	
Outstanding as of December 31, 2006	7,875	4
Granted	-	
Forfeited	<u>-</u>	
Outstanding as of December 31, 2007	7,875	3
Granted	-	
Forfeited	<u>-</u>	
Outstanding as of December 31, 2008	7,875	2
Granted	-	
Forfeited	<u>-</u>	
Outstanding as of December 31, 2009	<u><u>7,875</u></u>	1

VICTORY SCHOOLS, INC.

NOTES TO FINANCIAL STATEMENTS

8. PREPAID EXPENSES

Prepaid expenses consisted of the following items:

	<u>2009</u>	<u>2008</u>
Insurance	\$ 12,384	\$ 30,142
Rent	21,392	17,787
Other items	<u>34,019</u>	<u>5,428</u>
	<u>\$ 67,795</u>	<u>\$ 53,357</u>

9. CAPITAL LEASE

The Company entered into a capital lease as of January 1, 2007 for computer software, February 2, 2008 for telephone equipment and in 2009 several leases for computer and office equipment. At the end of these leases the Company will own the software, telephone equipment and computer and office equipment.

As of December 31, 2009, future minimum lease payments are as follows:

2009	\$ 122,650
2010	122,650
2011	<u>97,072</u>
	342,372
Less: Current Portion	<u>(122,650)</u>
Long term capital lease payable	<u>\$ 219,722</u>

VICTORY SCHOOLS, INC.

NOTES TO FINANCIAL STATEMENTS

10. COMMITMENTS

The Company signed a lease agreement for its office through April 29, 2010. The future minimum lease payments under this lease as of December 31, 2009 are \$71,149 for the year 2010.

Rent expense was \$308,439 and \$312,879 at December 31, 2009 and 2008, respectively.

11. ACCRUED EXPENSES

Accrued expenses consist of the following as of December 31,

	<u>2009</u>	<u>2008</u>
Payroll and benefits	\$ 75,226	\$ 102,585
Operational	-	14,669
Legal and accounting fees	<u>70,000</u>	<u>75,945</u>
	<u>\$ 145,226</u>	<u>\$ 193,199</u>

12. LINE OF CREDIT

The Company entered into an agreement with Chase in which an \$80,000 line of credit was approved. The Company agreed that advances under this line of credit, if any, shall be made at the sole discretion of the Bank.

The balance due as of December 31, 2009 and 2008, is \$0 and \$ 8,752 respectively.

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

DECEMBER 31, 2010 AND 2009

TABLE OF CONTENTS

	<u>Page No.</u>
INDEPENDENT AUDITOR'S REPORT ON FINANCIAL STATEMENTS	1
FINANCIAL STATEMENTS	
Balance Sheets	2
Statement of Operations and Retained Earnings	4
Statement of Cash Flows	5
Notes to Financial Statements	6

MOSES AND SCHREIBER, LLP

CERTIFIED PUBLIC ACCOUNTANTS

MELVIN SCHREIBER
GREGORY S. ROM
GARY E. SCHREIBER

DAVID L. MOSES

3000 MARCUS AVENUE
SUITE 1W5
LAKE SUCCESS, NEW YORK 11042

Board of Directors and Stockholders
Victory Schools, Inc.
D/B/A Victory Education Partners
New York, N.Y.

INDEPENDENT AUDITOR'S REPORT

We have audited the accompanying balance sheets of Victory Schools, Inc. as of December 31, 2010 and 2009, and the related statements of operations, retained earnings, and cash flows for the years then ended. These financial statements are the responsibility of the entity's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Victory Schools, Inc. as of December 31, 2010 and 2009, and the results of its operations and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.



January 14, 2012

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

BALANCE SHEETS
DECEMBER 31,

ASSETS	<u>2010</u>	<u>2009</u>
CURRENT ASSETS		
Cash	\$ 273,997	\$ 232,854
Accounts receivable	2,642,580	2,817,024
Current portion due from charter schools	178,412	600,926
Security deposits	18,121	91,105
Prepaid expenses	<u>97,135</u>	<u>67,795</u>
TOTAL CURRENT ASSETS	3,210,245	3,809,704
PROPERTY, PLANT & EQUIPMENT		
Office equipment	-	52,104
Telephone and electronics equipment	53,896	82,845
Furniture and fixtures	20,185	135,807
Software	69,449	69,449
Computer equipment	<u>132,188</u>	<u>301,784</u>
	275,718	641,989
Less: Accumulated depreciation	<u>232,605</u>	<u>495,225</u>
TOTAL PROPERTY, PLANT & EQUIPMENT	43,113	146,764
CAPITAL LEASE		
Software	-	124,029
Equipment	170,726	170,726
Computer equipment	159,890	159,890
Telephone equipment	<u>92,238</u>	<u>92,238</u>
	422,854	546,883
Less: Accumulated depreciation	<u>282,010</u>	<u>266,066</u>
TOTAL CAPITAL LEASE	140,844	280,817
OTHER ASSETS		
Facility loans	<u>1,158,754</u>	<u>1,302,139</u>
TOTAL OTHER ASSETS	1,158,754	1,302,139
TOTAL ASSETS	<u>\$ 4,552,956</u>	<u>\$ 5,539,424</u>

See accompanying notes and accountant's report

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

BALANCE SHEETS
DECEMBER 31,

LIABILITIES	<u>2010</u>	<u>2009</u>
CURRENT LIABILITIES		
Accounts payable	\$ 212,671	\$ 224,304
Accrued expenses	108,642	145,226
Current portion of capital lease payable	<u>84,375</u>	<u>122,650</u>
TOTAL CURRENT LIABILITIES	405,688	492,180
OTHER LIABILITIES		
Stockholder's loan	4,340,689	4,302,397
Capital lease payable	<u>130,814</u>	<u>219,722</u>
TOTAL OTHER LIABILITIES	<u>4,471,503</u>	<u>4,522,119</u>
TOTAL LIABILITIES	4,877,191	5,014,299
STOCKHOLDER'S EQUITY		
Common stock (\$.01 par value, 100,000 shares authorized 50,000 shares issued and outstanding)	500	500
Additional paid-in capital	4,999,500	4,999,500
Accumulated deficit	<u>(5,324,235)</u>	<u>(4,474,875)</u>
TOTAL STOCKHOLDER'S EQUITY	<u>(324,235)</u>	<u>525,125</u>
TOTAL LIABILITIES AND STOCKHOLDER'S EQUITY	<u>\$ 4,552,956</u>	<u>\$ 5,539,424</u>

See accompanying notes and accountant's report.

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

STATEMENT OF OPERATIONS AND RETAINED EARNINGS
FOR THE YEARS ENDED DECEMBER 31,

INCOME	<u>2010</u>	<u>2009</u>
Management fees - public school districts	\$ 913,592	\$ 1,330,000
Management fees - charter schools	5,588,558	7,000,758
Other program revenue	152,100	80,300
Other income	<u>9,196</u>	<u>36,400</u>
 TOTAL INCOME	 6,663,446	 8,447,458
 EXPENSES		
Employee salaries	3,659,321	4,476,980
Contracted services and professional fees	1,517,893	1,211,329
Employee benefits and payroll taxes	903,579	1,049,014
Curriculum and training services	68,651	162,999
Operations	564,342	460,588
Travel, food, and lodging	175,550	232,978
Rent	328,867	308,439
Insurance	100,715	82,274
Depreciation	<u>243,623</u>	<u>272,342</u>
 TOTAL EXPENSES	 <u>7,562,541</u>	 <u>8,256,943</u>
 NET INCOME (LOSS) BEFORE INTEREST AND TAXES	 (899,095)	 190,515
 INTEREST INCOME (NET)	 75,247	 37,489
INCOME TAXES	<u>25,512</u>	<u>4,627</u>
 NET INCOME (LOSS)	 (849,360)	 223,377
 RETAINED DEFICIT, BEGINNING OF YEAR	 <u>(4,474,875)</u>	 <u>(4,698,252)</u>
 RETAINED DEFICIT END OF YEAR	 <u><u>\$(5,324,235)</u></u>	 <u><u>\$(4,474,875)</u></u>

See accompanying notes and accountant's report.

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

STATEMENT OF CASH FLOWS
FOR THE YEARS ENDED DECEMBER 31,

	<u>2010</u>	<u>2009</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Net profit (loss)	\$ (849,360)	\$ 223,377
Adjustments to reconcile net income to net cash provided by operations		
Depreciation	243,623	272,342
(Increase) decrease in:		
Accounts receivable	174,444	(1,048,716)
Due to from charter schools - cash advance	333,964	51,457
Prepaid expenses	(29,340)	(14,438)
Security deposits	72,984	-
Increase (decrease) in:		
Accounts payable	(11,633)	156,499
Accrued expenses	(36,584)	(47,973)
Unearned income	-	(73,099)
	<hr/>	<hr/>
NET CASH USED BY OPERATING ACTIVITIES	(101,902)	(480,551)
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property plant and equipment	-	(80,061)
Purchase of capital lease	-	(330,616)
Proceeds from charter schools facility loans	272,271	678,284
Charter schools facility loans	(40,335)	(45,951)
	<hr/>	<hr/>
NET CASH FLOWS PROVIDED BY INVESTING ACTIVITIES	231,936	221,656
CASH FLOWS FROM FINANCING ACTIVITIES		
Proceeds (repayment) of capital lease	(127,183)	189,894
Repayment of stockholder's loan	-	(250,000)
Interest payable on stockholder's loan	38,292	180,360
Repayment of line of credit	-	(8,752)
	<hr/>	<hr/>
NET CASH PROVIDED (USED) FROM FINANCING ACTIVITIES	(88,891)	111,502
NET INCREASE (DECREASE) IN CASH	41,143	(147,393)
CASH AT BEGINNING OF YEAR	232,854	380,247
	<hr/>	<hr/>
CASH AT END OF YEAR	\$ 273,997	\$ 232,854
	<hr/>	<hr/>
SUPPLEMENTAL DISCLOSURES		
Cash paid for:		
Interest	\$ 55,062	\$ 290,020
Taxes	25,512	4,627

See accompanying notes and accountant's report

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

1. NATURE OF BUSINESS ACTIVITY AND
SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Business

Victory Schools, Inc. ("the Company") an "S" Corporation, organized in the state of Delaware located in New York, N.Y., commenced operations March 3, 1999. The Company is a private manager of public schools and is a national leader in the movement for whole school reform. The Company's mission is to create exceptional schools for America's children by combining the best elements of the public and private sectors. To achieve this mission, Victory partners with the state departments of education, local boards of education, teachers unions, community groups and parents. Victory has a consultative approach to assisting public school districts; its strong emphasis on partnerships with all public education stakeholders; and its desire to provide the highest quality, most personalized service to the schools it serves.

Basis of Accounting

The financial statements of the Company have been prepared in conformity with accounting principles generally accepted in the United States of America ("GAAP"). Revenues are recognized when earned and collectable and expenses when incurred.

Cash and Cash Equivalents

For purposes of these statements, the Company considers all highly liquid debt instruments purchased with an original maturity of three months or less to be cash equivalents

Use of Estimates

Management uses estimates and assumptions in preparing financial statements. Those estimates and assumptions affect the reported amounts of assets, liabilities, the disclosure of contingent assets and liabilities, and the reported revenues and expenses. Actual results could differ from those estimates included in the financial statements.

Taxes

The Company, with the consent of its stockholder, is organized as a Subchapter S Corporation. The Company is responsible for the payment of New York City general corporation tax and New York State franchise tax. The Company is also responsible for the payment of Pennsylvania and Illinois state franchise tax for their offices in those states.

VICTORY SCHOOLS, INC.
D/B/AVICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

1. NATURE OF BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Property and Equipment

Property and equipment are stated at cost and depreciated over their estimated useful lives. Upon sale or retirement, the cost and related accumulated depreciation are removed from the respective accounts, and any gain or loss is included in the statement of operations. Depreciation is computed using the straight-line method based on the estimated useful lives of the assets. The cost of repairs and maintenance is charged to expense as incurred.

	<u>2010</u> Cost	<u>2009</u> Cost	<u>Estimated</u> Useful Life
Office Equipment	-	52,104	3-5 years
Telephone and Electronics Equipment	53,896	82,845	3-5 years
Furniture & Fixtures	20,185	135,807	7-10 years
Software	69,449	69,449	3-5 years
Computer Equipment	132,188	301,784	3-5 years

Stock Based Compensations

The Company accounts for its stock based compensation by FASB Accounting Standards Codification 718 (formerly Statement of Financial Accounting Standards ("SFAS") No. 123), Accounting for Stock-Based Compensation, which requires the Company to record compensation expense based upon the fair value of stock-based awards. The Company uses the Black-Scholes-Merton model ("Black-Scholes") to determine the fair value of the options. The fair value has been determined using the minimum value method for options granted to employees only.

VICTORY SCHOOLS, INC.
D/BA VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

1. NATURE OF BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Fair Value

Effective January 1, 2008, the Company adopted Statement of Financial Accounting Standards ("SFAS") ASC 820 "Fair Value Measurements and Disclosures," for assets and liabilities measured at fair value on a recurring basis. The adoption of ASC 820 had no effect on the Company's financial statements. ASC 820 accomplishes the following key objectives:

Defines fair value as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date:

Establishes a three-level hierarchy (the "Valuation Hierarchy") for fair value measurements:

Requires consideration of the Company's creditworthiness when valuing liabilities; and

Expands disclosures about instruments measured at fair value.

The Valuation Hierarchy is based upon the transparency of inputs to the valuation of an asset or liability as of the measurement date. A financial instrument's categorization within the Valuation Hierarchy is based upon the lowest level of input that is significant to the fair value measurement. The three levels of the Valuation Hierarchy and the distribution of the Company's financial assets within it are as follows:

Level 1 – inputs to the valuation methodology are quoted prices (unadjusted) for identical assets or liabilities in active markets.

Level 2 – inputs to the valuation methodology included quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.

Level 3 – inputs to the valuation methodology are unobservable and significant to the fair value measurements.

Certain financial instruments are carried at cost on the balance sheet, which approximates fair value due to their short-term, highly liquid nature. These instruments include cash and cash equivalents, accounts receivable, accrued expenses and other liabilities, and deferred revenue.

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

2. BUSINESS OVERVIEW

Contracts with Charter Schools

The Company began as a manager of charter schools in New York State. In 1999, the Company opened New York State's first charter public school, the Sisulu Children's Academy – Harlem Public Charter School, now known as the Sisulu – Walker Charter School of Harlem, ("Sisulu"). In 2000, the Company opened Long Island's first charter school, the Roosevelt Children's Academy Charter School ("Roosevelt"), as well as the Merrick Academy – Queens Public Charter School ("Merrick") in Queens Village. In 2004, the Company opened up the Peninsula Preparatory Academy Charter School ("Peninsula") in Far Rockaway as well as assisted in the opening of the Grand Concourse Academy ("GCA") in the Bronx. In 2005, the Company opened Westchester's first charter school, the Charter School of Educational Excellence, ("CSEE"), as well as the South Bronx Charter School for International Cultures and the Arts, ("SBCS"). In August 2006, the company also took over the management of New Covenant Charter School, ("NCCS") in Albany.

In 2007, the Company was engaged by the Chicago International Charter School ("CICS") to open up a new charter school campus, Irving Park and to take over the management of another charter school campus, Basil. Also in 2007, the company opened up a charter school in Philadelphia, the Southwest Leadership Academy, ("SLA"). Finally in 2007, the contract with Roosevelt Children's Academy Charter School ("Roosevelt") was terminated.

The Company continues to manage the operations of Sisulu, Merrick, Peninsula, CSEE, SBCS, SLA, NCCS, Basil, and Irving Park under separate management agreements ("Agreements"). Under the Agreements, the Company assumes responsibility for all tasks and functions associated with the management and operation of the schools. The Company is responsible for designing and developing the curriculum; acquiring educational materials; hiring, training and supervising all faculty and staff; and managing all financial and operational functions. These agreements do not contain provisions for extensions or renewals and expire in June 2009, 2010 and 2011. For GCA, the Company has a Support Services agreement ("Services") in place for the agreed upon services contracted out by the respective school's Board of Trustees. This agreement expired in June 2009. The agreement for Roosevelt was terminated in June 2007.

For all of the agreements in effect, the Company receives a fee based upon the number of students registered at the school. All of the agreements, with the exception of Roosevelt in 2006 and NCCS in 2007, include a fee escalation clause based upon the increase in the per pupil billing rates from the primary district where the students reside.

VICTORY SCHOOLS INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

2. BUSINESS OVERVIEW (continued)

In 2008, the company was engaged by both the Bronx Global Learning Institute for Girls Charter School and New York Charter High School for Architecture, Engineering & Construction Industries. In 2009 the Company was engaged by both the Academy Charter School and the Hope Institute Learning Academy and in 2010 by the New World Preparatory Charter School and New Hope Academy Charter School.

Contracts with Public School Districts

In 2002, the Company was selected by the School District of Philadelphia ("SDP") to provide educational services to five low-performing Philadelphia public schools. During April 2003, the SDP was authorized to expand the Company's contract to include one additional school. The Company provides management services, administrative supervision and professional staff training to the SDP. The Company has the discretion to determine the textbooks, supplies, equipment and technology to be purchased with district funds at each school in support of the Company's educational model and school design.

3. CONCENTRATION OF RISK

The Company has cash deposits in excess of federally insured limits with JPMorgan Chase Bank NA. Deposits with JPMorgan Chase Bank NA exceeded those limits by \$52,112 and \$31,370 at December 31, 2010 and 2009 respectively.

Credit risk represents the loss that would be recognized if counterparties failed to completely perform as contracted. Financial instruments that subject Victory School, Inc to credit risk consist principally of trade receivables. Furthermore, concentrations of credit risk exists for groups of customers, (i.e. Charter and public school systems) when they have similar economic characteristics that would cause their ability to meet contractual obligations to be similarly affected by changes in economic or other conditions.

4. MANAGEMENT FEES AND DEFERRED MANAGEMENT FEES

The Company invoices its charter school clients on a monthly basis. Management fees are paid by the schools to the Company from time to time throughout the year as sufficient funds become available. In the situation where the management fee payable to the Company exceeds the cumulative excess of revenues over expenses, the charter school defers the payment of any such excess until such time as the cumulative excess of revenues over expensed is sufficient to permit the charter school to make payment of such deferred management fees.

VICTORY SCHOOL, INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

5. DUE FROM /TO CHARTER SCHOOLS

Due from (to) charter schools at December 31, 2010 and 2009, respectively, represents the following:

	<u>2010</u>	<u>2009</u>
Facility loans:		
Merrick Academy	\$ -	\$ 60,323
Charter School of Educational Excellence	<u>1,268,000</u>	<u>1,336,862</u>
Total facility loans	1,268,000	1,397,186
Cash advances and expenditures		
Sisulu-Walker Children's Academy	(4,041)	(976)
Merrick Children's Academy	7,372	3,219
New Hope Institute Learning Academy	-	6,850
Peninsula Preparatory Academy	1,655	1,177
South Bronx Charter School	457	75
Charter School of Educational Excellence	450	(7,978)
New Covenant Charter School	-	250,117
Southwest Leadership Academy	-	9,395
NYC HS for Arch, Engineering, & Const. Ind.	46,045	39,190
Bronx Global Learning Inst for Girls	540	(586)
Chicago International Charter School (Basil)	(266)	26,964
Chicago International Charter School (Irving Park)	9,908	27,644
New Hope Academy Charter School	(1,136)	-
New World Preparatory Charter School	1,285	-
The Academy Charter School	<u>6,897</u>	<u>150,788</u>
Total cash advances and expenditures	<u>69,166</u>	<u>505,879</u>
Total due from Charter Schools	<u>\$ 1,337,166</u>	<u>\$ 1,903,065</u>

VICTORY SCHOOL, INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

5. DUE FROM/ TO CHARTER SCHOOLS (continued)

Charter School of Educational Excellence loan represents the balance due from Management fees, cash advances and miscellaneous expenses from the first two years under management. The principal sum originally was \$1,371,586 that accrued interest at a rate of 7.5% and was payable in monthly payments of \$17,724 from July 2007 through June 2008. The loan was amended to the monthly loan payments of \$2,894 of principal only and 0% interest from July 2008 through June 2010. Starting July 2010 thru June 2019 the loan will be revised to accrue interest at a rate of 7.85% with a monthly payment of \$17,076.

All cash advances and expenditures due from the charter schools are repaid at such time as the school has sufficient funds. The facility loans are being repaid per the terms of each loan agreement.

6. RELATED PARTY TRANSACTIONS

The Company is wholly owned by one stockholder and it has common ownership with other entities affiliated with the stockholder.

The Company has a \$4,340,689 outstanding loan payable as of December 31, 2010 and 2009, respectively, to the sole stockholder of the Company. The unpaid principal together with the interest accrued at the Applicable Federal Rate is due and payable in full on demand. Interest accrued on this loan was \$38,292 and \$180,364 for December 31, 2010 and 2009, respectively. The Company made a payment on the outstanding accrued interest of \$250,000 in 2009.

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

7. STOCK OPTION PLAN

The Board of Directors of the Company officially approved the Stock Option Plan ("Stock Plan") in October 2000, which provides for the granting of stock options to officers, key employees, and non-employee consultants. Under the Stock Plan, options outstanding vest over a three-year straight-line period and expire ten years after the grant date, October 30, 2000. A First Resolution to the Stock Option Plan ("First Resolution") was approved in April 2002, however the options were granted on December 31, 2001. The First Resolution options have a three-year straight-line vesting period beginning December 31, 2001 and expire ten years after the grant date.

A Second Resolution to the Stock Option Plan ("Second Resolution") was approved on December 20, 2002 and the options were granted on that date and November 15, 2003. The Second Resolution options have a three-year straight-line vesting period beginning December 20, 2002 and November 15, 2003, respectively, and expire ten years after their grant date. The Company has granted options to purchase up to an aggregate of 12,000 shares of common stock under the Stock Plan and The First and Second Resolution. Options are exercisable to \$100 per share. The authorized option shares are subject to change with the consent and approval from the Board of Directors.

The fair value of the options granted under the Stock Plan was estimated on the date of grant using the Black-Scholes option pricing model with the following assumptions: (i) dividend yield of 0%; (ii) expected term of ten years; (iii) volatility of 2% (based on years of an accumulative deficits) for employees and volatility of 30% and 26% (based on comparable public company comps) for non-employee consultants; and (iv) average risk-free interest rate of 4.80% and 4.24% for the years ended December 31, 2010 and 2009, respectively. Based on the results of Black-Scholes, no compensation expense was recorded for the years ended December 31, 2010 and 2009.

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

7. STOCK OPTION PLAN (continued)

Options outstanding under Stock Option plan and First and Second Resolutions are as follows:

	<u>Number of Options</u>	<u>Weighted Average Remaining Life (Years)</u>
Outstanding as of January 1, 2004	11,950	
Granted	-	
Forfeited	<u>(3,805)</u>	
Outstanding as of December 31, 2004	8,145	6
Granted	-	
Forfeited	<u>(20)</u>	
Outstanding as of December 31, 2005	8,125	5
Granted	-	
Forfeited	<u>(250)</u>	
Outstanding as of December 31, 2006	7,875	4
Granted	-	
Forfeited	<u>-</u>	
Outstanding as of December 31, 2007	7,875	3
Granted	-	
Forfeited	<u>-</u>	
Outstanding as of December 31, 2008	7,875	2
Granted	-	
Forfeited	<u>-</u>	
Outstanding as of December 31, 2009	<u>7,875</u>	1
Granted	-	
Forfeited	-	
Outstanding as of December 31, 2010	<u><u>7,875</u></u>	0

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

8. PREPAID EXPENSES

Prepaid expenses consisted of the following items:

	2010	2009
Insurance	\$ 34,553	\$ 12,384
Rent	31,521	21,392
Other items	31,061	34,019
	\$ 97,135	\$ 67,795

9. CAPITAL LEASE

The Company entered into a capital lease on February 2, 2008 for telephone equipment. At the end of this lease the Company will own the telephone equipment.

As of December 31, 2010, future minimum lease payments are as follows:

2011	\$ 84,375
2012	79,535
2013	45,329
2014	5,950
	215,189
Less: Current Portion	(84,375)
Long term capital lease payable	\$ 130,814

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

10. COMMITMENTS

The Company's original lease with Steinway for office space terminated on April 30, 2010 and they entered into a new lease with them on March 10, 2010. The new lease commenced on May 1, 2010 and terminates on April 30, 2011. The future minimum lease payments under the lease as of December 31, 2010 are \$126,084 for the year 2011.

Rent expense was \$328,867 and \$308,439 at December 31, 2010 and 2009, respectively.

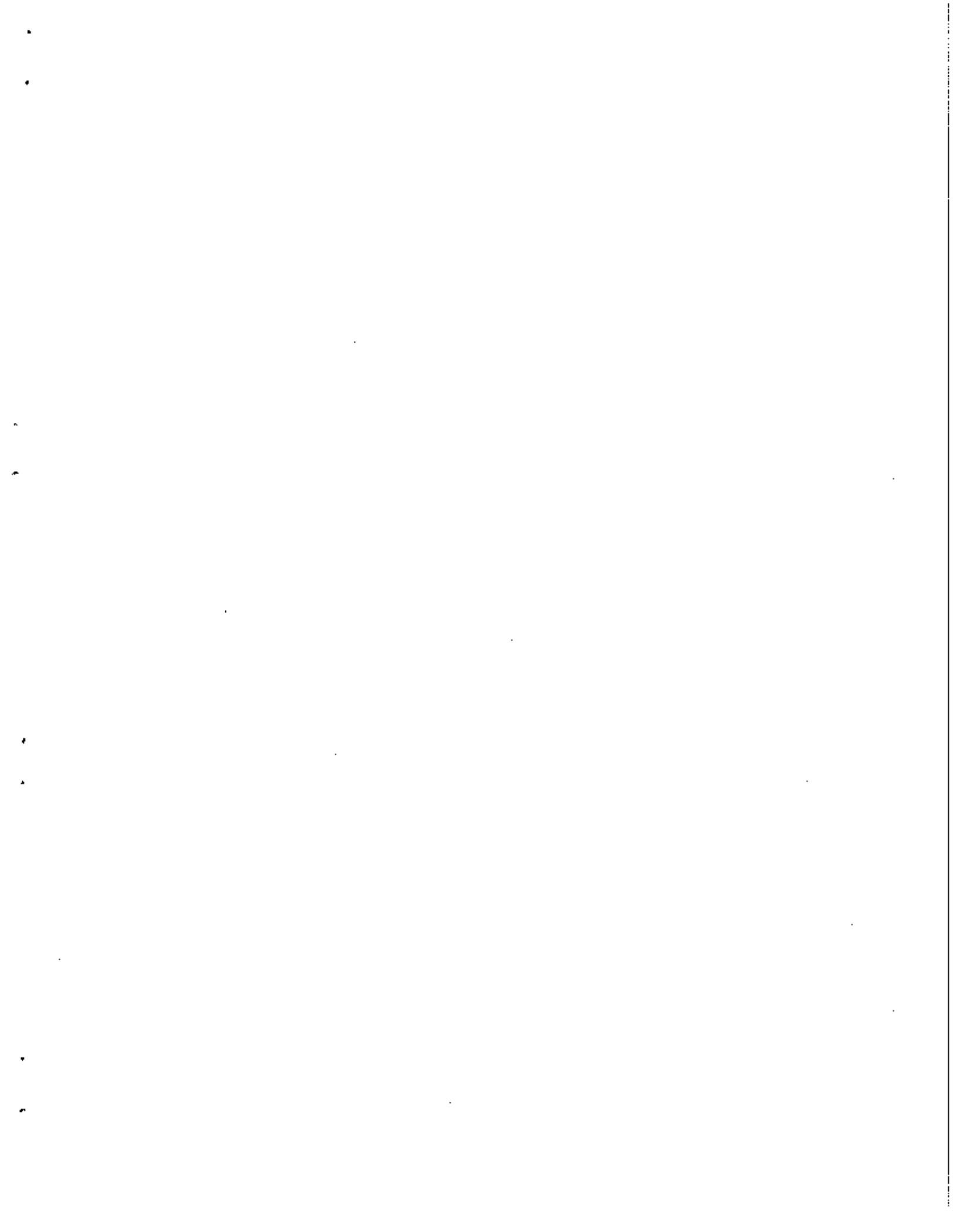
11. ACCRUED EXPENSES

Accrued expenses consist of the following as of December 31:

	<u>2010</u>	<u>2009</u>
Payroll and benefits	\$ 18,935	\$ 75,226
Operational	19,707	-
Legal and accounting fees	<u>70,000</u>	<u>70,000</u>
	<u>\$ 108,642</u>	<u>\$ 145,226</u>

12. LINE OF CREDIT

The Company entered into an agreement with Chase in which an \$80,000 line of credit was approved. The Company agreed that advances under this line of credit, if any, shall be made at the sole discretion of the Bank. As of December 31, 2010, there is no balance due.



VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

DECEMBER 31, 2011 AND 2010

TABLE OF CONTENTS

	<u>Page No.</u>
INDEPENDENT AUDITOR'S REPORT ON FINANCIAL STATEMENTS	1
FINANCIAL STATEMENTS	
Balance Sheets	2
Statements of Operations and Retained Earnings	4
Statements of Cash Flows	5
Notes to Financial Statements	6

MOSES AND SCHREIBER, LLP

CERTIFIED PUBLIC ACCOUNTANTS

MELVIN SCHREIBER
GREGORY S. ROM
GARY E. SCHREIBER

DAVID L. MOSES

3000 MARCUS AVENUE
SUITE 1W5
LAKE SUCCESS, NEW YORK 11042

Board of Directors and Stockholders
Victory Schools, Inc.
D/B/A Victory Education Partners
New York, New York

INDEPENDENT AUDITOR'S REPORT

We have audited the accompanying balance sheets of Victory Schools, Inc. as of December 31, 2011 and 2010, and the related statements of operations, stockholder equity, and cash flows for the years then ended. These financial statements are the responsibility of the entity's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Victory Schools, Inc. as of December 31, 2011 and 2010, and the results of its operations and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Moses & Schreiber LLP

August 30, 2012

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

BALANCE SHEETS
DECEMBER 31,

ASSETS	<u>2011</u>	<u>2010</u>
CURRENT ASSETS		
Cash	\$ 1,047,344	\$ 273,997
Accounts receivable	804,087	2,642,580
Current portion due from charter schools	664,604	178,412
Security deposits	61,600	18,121
Prepaid expenses	<u>150,563</u>	<u>97,135</u>
TOTAL CURRENT ASSETS	2,728,198	3,210,245
PROPERTY, PLANT & EQUIPMENT		
Leasehold improvements	18,092	-
Telephone and electronics equipment	53,896	53,896
Furniture and fixtures	22,258	20,185
Software	71,402	69,449
Computer equipment	<u>132,511</u>	<u>132,188</u>
	298,159	275,718
Less: Accumulated depreciation	<u>249,788</u>	<u>232,605</u>
TOTAL PROPERTY, PLANT & EQUIPMENT	48,371	43,113
CAPITAL LEASE		
Equipment	170,726	170,726
Computer equipment	159,890	159,890
Telephone equipment	<u>92,238</u>	<u>92,238</u>
	422,854	422,854
Less: Accumulated depreciation	<u>397,723</u>	<u>282,010</u>
TOTAL CAPITAL LEASE	25,131	140,844
OTHER ASSETS		
Due from charter schools	<u>1,995,481</u>	<u>1,158,754</u>
TOTAL OTHER ASSETS	<u>1,995,481</u>	<u>1,158,754</u>
TOTAL ASSETS	<u><u>\$ 4,797,181</u></u>	<u><u>\$ 4,552,956</u></u>

The accompanying notes are an integral part of these statements.

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

BALANCE SHEETS
DECEMBER 31,

LIABILITIES	<u>2011</u>	<u>2010</u>
CURRENT LIABILITIES		
Accounts payable	\$ 106,254	\$ 212,671
Accrued expenses	232,863	108,642
Deferred income	60,000	-
Current portion of capital lease payable	<u>79,812</u>	<u>84,375</u>
TOTAL CURRENT LIABILITIES	478,929	405,688
OTHER LIABILITIES		
Stockholder's loan	3,896,645	4,340,689
Capital lease payable	<u>48,897</u>	<u>130,814</u>
TOTAL OTHER LIABILITIES	<u>3,945,542</u>	<u>4,471,503</u>
TOTAL LIABILITIES	4,424,471	4,877,191
STOCKHOLDER'S EQUITY		
Common stock (\$.01 par value, 100,000 shares authorized 50,000 shares issued and outstanding)	500	500
Additional paid-in capital	4,999,500	4,999,500
Accumulated deficit	<u>(4,627,290)</u>	<u>(5,324,235)</u>
TOTAL STOCKHOLDER'S EQUITY	<u>372,710</u>	<u>(324,235)</u>
TOTAL LIABILITIES AND STOCKHOLDER'S EQUITY	<u><u>\$ 4,797,181</u></u>	<u><u>\$ 4,552,956</u></u>

The accompanying notes are an integral part of these statements.

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

STATEMENTS OF OPERATIONS AND RETAINED EARNINGS
FOR THE YEARS ENDED DECEMBER 31,

INCOME	<u>2011</u>	<u>2010</u>
Management fees - public school districts	\$ 459,417	\$ 913,592
Management fees - charter schools	6,220,513	5,588,558
Other program revenue	544,924	152,100
Other income	<u>1,000</u>	<u>9,196</u>
 TOTAL INCOME	 7,225,854	 6,663,446
 EXPENSES		
Employee salaries	3,287,705	3,659,321
Contracted services and professional fees	1,546,774	1,517,893
Employee benefits and payroll taxes	829,716	903,579
Curriculum and training services	-	68,651
Operations	341,192	564,342
Travel, food, and lodging	189,174	175,550
Rent	245,997	328,867
Insurance	41,348	100,715
Depreciation	<u>143,819</u>	<u>243,623</u>
 TOTAL EXPENSES	 <u>6,625,725</u>	 <u>7,562,541</u>
 NET INCOME (LOSS) BEFORE LOSS ON DISPOSAL, INTEREST AND TAXES	 600,129	 (899,095)
 LOSS ON DISPOSAL	 (7,908)	 -
INTEREST INCOME (NET)	121,044	75,247
INCOME TAXES	<u>(16,320)</u>	<u>(25,512)</u>
 NET INCOME (LOSS)	 696,945	 (849,360)
 RETAINED DEFICIT, BEGINNING OF YEAR	 <u>(5,324,235)</u>	 <u>(4,474,875)</u>
 RETAINED DEFICIT, END OF YEAR	 <u>\$ (4,627,290)</u>	 <u>\$ (5,324,235)</u>

The accompanying notes are an integral part of these statements.

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED DECEMBER 31,

	<u>2011</u>	<u>2010</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Net profit (loss)	\$ 696,945	\$ (849,360)
Adjustments to reconcile net income to net cash provided by operations		
Depreciation	143,819	243,623
(Increase) decrease in:		
Accounts receivable	1,838,493	174,444
Due to from charter schools - cash advance	(380,235)	333,964
Prepaid expenses	(53,428)	(29,340)
Security deposits	(43,479)	72,984
Increase (decrease) in:		
Accounts payable	(106,417)	(11,633)
Accrued expenses	124,221	(36,584)
Unearned income	60,000	-
	2,279,919	(101,902)
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES		
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property, plant and equipment	(41,272)	-
Disposal of property, plant and equipment	7,908	-
Proceeds (repayment) of Charter schools facility loans	(942,684)	231,936
	(976,048)	231,936
NET CASH FLOWS PROVIDED (USED) BY INVESTING ACTIVITIES		
CASH FLOWS FROM FINANCING ACTIVITIES		
Repayment of capital lease	(86,480)	(127,183)
Repayment of stockholder's loan	(500,000)	-
Interest payable on stockholder's loan	55,956	38,292
	(530,524)	(88,891)
NET CASH USED FROM FINANCING ACTIVITIES		
NET INCREASE IN CASH	773,347	41,143
CASH AT BEGINNING OF YEAR	273,997	232,854
CASH AT END OF YEAR	\$ 1,047,344	\$ 273,997
SUPPLEMENTAL DISCLOSURES		
Cash paid for:		
Interest	\$ 63,557	\$ 55,062
Taxes	16,320	25,512

The accompanying notes are an integral part of these statements.

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

1. NATURE OF BUSINESS ACTIVITY AND
SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Business

Victory Schools, Inc. d/b/a Victory Education Partners (“the Company”) an “S” Corporation, organized in the state of Delaware located in New York, New York, commenced operations on March 3, 1999. The Company is a private manager of public schools and is a national leader in the movement for whole school reform. The Company’s mission is to create exceptional schools for America’s children by combining the best elements of the public and private sectors. To achieve this mission, Victory partners with the state departments of education, local boards of education, teachers unions, community groups and parents. Victory has a consultative approach to assisting public school districts; its strong emphasis on partnerships with all public education stakeholders; and its desire to provide the highest quality, most personalized service to the schools it serves.

Method of accounting

The financial statements of Victory School, Inc have been prepared utilizing the accrual basis of accounting. The Company recognizes revenue only when all the following criteria have been met:

- Persuasive evidence of an arrangement exists
- Delivery has occurred or services have been rendered;
- The fee for the arrangement is fixed or determinable; and
- Collectability is reasonably assured.

Cash and Cash Equivalents

The company considers deposits that can be redeemed on demand and investments that have original maturities of less than three months, when purchased, to be cash equivalents. As of December 31, 2011 and 2010, the Company’s cash and cash equivalents were deposited at JP Morgan Chase Bank.

Use of Estimates

Victory School, Inc. prepares its financial statements in conformity with accounting principles generally accepted in the United States of America, which requires management to make estimates and assumptions that affect certain reported assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of public support, revenues, and expenses during the reporting period. Actual results could differ from those estimates.

VICTORY SCHOOLS, INC.
D/B/AVICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

1. NATURE OF BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Accounts receivable

Trade accounts receivable are stated at the amount the Company expects to collect. The Company maintains allowances for doubtful accounts for estimated losses resulting from the inability of its customers to make required payments. Management considers the following factors when determining the collectability of specific customer accounts: customer creditworthiness, past transaction history with the customer, current economic industry trends, and changes in customer payment terms. Past due balances over 90 days and other higher risk amounts are reviewed individually for collectability. If the financial condition of the Company's customers were to deteriorate, adversely affecting their ability to make payments, additional allowances would be required. Based on management's assessment, the Company provides for estimated uncollectible amounts through a charge to earnings and a credit to a valuation allowance. Balances that remain outstanding after the Company has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to accounts receivable.

Property and Equipment

Property and equipment are recorded at cost. Expenditures for major additions and improvements are capitalized and minor replacements, maintenance, and repairs are charged to expense as incurred. When property and equipment are retired or otherwise disposed of, the cost and accumulated depreciation are removed from the accounts and any resulting gain or loss is included in the results of operations for the respective period. Depreciation is provided over the estimated useful lives of the related assets using the straight-line method for financial statement purposes. The Company uses other depreciation methods (generally accelerated) for tax purposes where appropriate. The estimated useful lives for significant property and equipment categories are as follows:

	<u>2011</u> <u>Cost</u>	<u>2010</u> <u>Cost</u>	<u>Estimated</u> <u>Useful Life</u>
Office Equipment	18,092	-	3-5 years
Telephone and Electronics Equipment	53,896	53,896	3-5 years
Furniture & Fixtures	22,258	20,185	7-10 years
Software	71,402	69,449	3-5 years
Computer Equipment	132,511	132,188	3-5 years

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

1. NATURE OF BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Stock Based Compensations

The Company accounts for its stock based compensation by FASB Accounting Standards Codification 718 Accounting for Stock-Based Compensation, which requires the Company to record compensation expense based upon the fair value of stock-based awards. The Company uses the Black-Scholes-Merton model ("Black-Scholes") to determine the fair value of the options. The fair value has been determined using the minimum value method for options granted to employees only.

Concentration of Risk

Cash and cash equivalents include all cash balances and highly liquid investments with an initial maturity of three months or less. The Company places its temporary cash investments with high credit quality financial institutions. At times such investments may be in excess of Federal Deposit Insurance Corporation (FDIC) insurance limit. Financial instruments that potentially subject the company to concentrations of credit risk consist principally of cash deposits. Accounts at JP Morgan Chase are insured by the FDIC up to certain limits. At December 31, 2011 and 2010 the company had approximately \$802,121 and \$52,112 in excess of FDIC insured limits, respectively.

Income taxes

The Company, with consent of its shareholder, is organized as a Subchapter S Corporation. Under such election, the Company does not pay federal or state income taxes on its taxable income. Instead, the shareholder is liable for individual federal and state income taxes on his respective share of the Company's taxable income. The Company is liable for special New York State franchise tax, which is intended to close the gap between the state's personal and corporate income taxes. New York City does not recognize Subchapter "S" status for corporations. Provisions have been made for New York State Corporation tax and New York City Corporation tax. The Company is also responsible for the payment of Pennsylvania and Illinois state franchise tax for their offices in those states.

VICTORY SCHOOLS, INC.
D/BA VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

1. NATURE OF BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Fair Value

Effective January 1, 2008, the Company adopted Statement of Financial Accounting Standards (“SFAS”) ASC 820 “Fair Value Measurements and Disclosures,” for assets and liabilities measured at fair value on a recurring basis. The adoption of ASC 820 had no effect on the Company’s financial statements. ASC 820 accomplishes the following key objectives:

Defines fair value as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date:

Establishes a three-level hierarchy (the “Valuation Hierarchy”) for fair value measurements:

Requires consideration of the Company’s creditworthiness when valuing liabilities; and

Expands disclosures about instruments measured at fair value.

The Valuation Hierarchy is based upon the transparency of inputs to the valuation of an asset or liability as of the measurement date. A financial instrument’s categorization within the Valuation Hierarchy is based upon the lowest level of input that is significant to the fair value measurement. The three levels of the Valuation Hierarchy and the distribution of the Company’s financial assets within it are as follows:

Level 1 – inputs to the valuation methodology are quoted prices (unadjusted) for identical assets or liabilities in active markets.

Level 2 – inputs to the valuation methodology included quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.

Level 3 – inputs to the valuation methodology are unobservable and significant to the fair value measurements.

Certain financial instruments are carried at cost on the balance sheet, which approximates fair value due to their short-term, highly liquid nature. These instruments include cash and cash equivalents, accounts receivable, accrued expenses and other liabilities, and deferred revenue.

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

2. CASH AND CASH EQUIVALENTS

Cash balances are as follows:

	<u>2011</u>	<u>2010</u>
JP Morgan Chase Checking New York	\$ 831,075	\$ 183,911
JP Morgan Chase Checking Chicago	214,169	35,074
JP Morgan Chase Money Market New York	-	2,110
JP Morgan Chase Money Market Chicago	2,100	2,099
JP Morgan Chase Checking Philadelphia	-	50,753
Petty Cash	-	50
	<u>\$ 1,047,344</u>	<u>\$ 273,997</u>

3. PREPAID EXPENSES

Prepaid expenses consisted of the following items:

	<u>2011</u>	<u>2010</u>
Insurance	\$ 35,557	\$ 34,553
Rent	13,750	31,521
Other items	101,256	31,061
	<u>\$ 150,563</u>	<u>\$ 97,135</u>

4. ACCRUED EXPENSES

Accrued expenses consist of the following as of December 31:

	<u>2011</u>	<u>2010</u>
Payroll and benefits	\$ 14,463	\$ 18,935
Operational	70,173	19,707
Legal and accounting fees	148,227	70,000
	<u>\$ 232,863</u>	<u>\$ 108,642</u>

VICTORY SCHOOLS INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

5. BUSINESS OVERVIEW

Contracts with Charter Schools

The Company began as a manager of charter schools in New York State. In 1999, the Company opened New York State's first charter public school, the Sisulu Children's Academy – Harlem Public Charter School, now known as the Sisulu – Walker Charter School of Harlem, ("Sisulu"). In 2000, the Company opened Long Island's first charter school, the Roosevelt Children's Academy Charter School ("Roosevelt"), as well as the Merrick Academy – Queens Public Charter School ("Merrick") in Queens Village. In 2004, the Company opened up the Peninsula Preparatory Academy Charter School ("Peninsula") in Far Rockaway as well as assisted in the opening of the Grand Concourse Academy ("GCA") in the Bronx. In 2005, the Company opened Westchester's first charter school, the Charter School of Educational Excellence, ("CSEE"), as well as the South Bronx Charter School for International Cultures and the Arts, ("SBCS"). In August 2006, the company also took over the management of New Covenant Charter School, ("NCCS") in Albany.

In 2007, the Company was engaged by the Chicago International Charter School ("CICS") to open up a new charter school campus, Irving Park and to take over the management of another charter school campus, Basil. Also in 2007, the company opened up a charter school in Philadelphia, the Southwest Leadership Academy, ("SLA"). Finally in 2007, the contract with Roosevelt Children's Academy Charter School ("Roosevelt") was terminated.

The Company continues to manage various operations of Sisulu, Merrick, Peninsula, CSEE, SBCS, SLA, Basil, and Irving Park under separate agreements ("Agreements"). Under the Agreements, the Company assumes responsibility for tasks and functions associated with the management and operation of the schools. Among other things, the Company is responsible for managing financial, operational and human resource at the schools.

For all of the agreements in effect, the Company receives a fee based upon (i) the number of students registered at the school; (ii) a percentage of the school's revenue; or (iii) a flat fee.

VICTORY SCHOOLS INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

5. BUSINESS OVERVIEW (continued)

In 2008, the Company was engaged by both the Bronx Global Learning Institute for Girls Charter School and New York Charter High School for Architecture, Engineering & Construction Industries. In 2009 the Company was engaged by both the Academy Charter School and the Hope Institute Learning Academy and in 2010 by the New World Preparatory Charter School and New Hope Academy Charter School.

Contracts with Public School Districts

In 2002, the Company was selected by the School District of Philadelphia (“SDP”) to provide educational services to five low-performing Philadelphia public schools. During April 2003, the SDP was authorized to expand the Company’s contract to include one additional school. The Company provides management services, administrative supervision and professional staff training to the SDP. The Company has the discretion to determine the textbooks, supplies, equipment and technology to be purchased with district funds at each school in support of the Company’s educational model and school design. The contract with SDP ended June, 30 2011 and Company closed its office in Philadelphia.

6. MANAGEMENT FEES AND DEFERRED MANAGEMENT FEES

The Company invoices its charter school clients on a monthly basis. Management fees are paid by the schools to the Company from time to time throughout the year as sufficient funds become available. In the situation where the management fee payable to the Company exceeds the cumulative excess of revenues over expenses, the charter school defers the payment of any such excess until such time as the cumulative excess of revenues over expensed is sufficient to permit the charter school to make payment of such deferred management fees. Deferred management fees as of December 31, 2011 is \$60,000.

7. SECURITY DEPOSITS

Security deposits consist of rent on office space as follows:

New York	\$55,000
Chicago	<u>6,600</u>
	<u>\$61,600</u>

VICTORY SCHOOLS INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

8. DUE FROM/TO CHARTER SCHOOLS

Due from (to) charter schools at December 31, 2011 and 2010, respectively, represents the following:

	<u>2011</u>	<u>2010</u>
South Bronx Charter School	\$ 954,864	\$ -
Charter School of Educational Excellence	<u>1,040,617</u>	<u>1,158,754</u>
Long term portion	1,995,481	1,158,754
Sisulu -Walker Children's Academy	1,703	(4,041)
Merrick Children's Academy	2,092	7,372
Peninsula Preparatory Academy	-	1,655
South Bronx Charter School	103,615	457
Charter School of Educational Excellence	137,578	109,696
The Hope Institute Learning Academy	12,439	-
Southwest Leadership Academy	105,765	-
NYC HS for Arch, Engineering & Const. Ind.	54,267	46,045
Bronx Global Learning Inst for Girls	1,777	540
Chicago International Charter School (Basil)	108,721	(266)
Chicago International Charter School (Irving Park)	64,067	9,908
New Hope Academy Charter School	2,213	(1,136)
New World Preparatory Charter School	2,111	1,285
The Academy Charter School	<u>68,256</u>	<u>6,897</u>
Short term portion	<u>664,604</u>	<u>178,412</u>
Total due from Charter Schools	<u>\$ 2,660,085</u>	<u>\$ 1,337,166</u>

VICTORY SCHOOLS INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

8. DUE FROM/TO CHARTER SCHOOLS (continued)

Charter School of Educational Excellence loan represents the balance due from management fees, cash advances and miscellaneous expenses from the first two years under management. The principal sum originally was \$1,371,586 that accrued interest at a rate of 7.5% and was payable in monthly payments of \$17,724 from July 2007 through June 2008. The loan was amended to the monthly loan payments of \$2,894 of principal only and 0% interest from July 2008 through June 2010. Starting July 2010 thru June 2019 the loan will be revised to accrue interest at a rate of 7.85% with a monthly payment of \$17,076.

South Bronx Charter School of International Cultures and the Arts loan represent the balance due from management fees, cash advances and miscellaneous expenses. The original principal sum was \$1,200,000. The loan interest rate is 5.125% and is payable in 120 monthly payments of \$12,801 ending December 2014.

All cash advances and expenditures due from the charter schools are repaid at such time as the school has sufficient funds. The facility loans are being repaid per the terms of each loan agreement.

9. RELATED PARTY TRANSACTIONS

The Company is wholly owned by one stockholder and it has common ownership with other entities affiliated with the stockholder.

The Company has a \$3,896,645 and \$4,340,689 outstanding loan payable as of December 31, 2011 and 2010, respectively, to the sole stockholder of the Company. The unpaid principal together with the interest accrued at the Applicable Federal Rate is due and payable in full on demand. Interest accrued on this loan was \$55,956 and \$38,292 for December 31, 2011 and 2010, respectively.

10. LINE OF CREDIT

The Company entered into an agreement with Chase in which an \$80,000 line of credit was approved. The Company agreed that advances under this line of credit, if any, shall be made at the sole discretion of the Bank. As of December 31, 2011, there is no balance due.

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

11. STOCK OPTION PLAN

The Board of Directors of the Company officially approved the Stock Option Plan (“Stock Plan”) in October 2000, which provides for the granting of stock options to officers, key employees, and non-employee consultants. Under the Stock Plan, options outstanding vest over a three-year straight-line period and expire ten years after the grant date, October 30, 2000. A First Resolution to the Stock Option Plan (“First Resolution”) was approved in April 2002, however the options were granted on December 31, 2001. The First Resolution options have a three-year straight-line vesting period beginning December 31, 2001 and expire ten years after the grant date.

A Second Resolution to the Stock Option Plan (“Second Resolution”) was approved on December 20, 2002 and the options were granted on that date and November 15, 2003. The Second Resolution options have a three-year straight-line vesting period beginning December 20, 2002 and November 15, 2003, respectively, and expire ten years after their grant date. The Company has granted options to purchase up to an aggregate of 12,000 shares of common stock under the Stock Plan and The First and Second Resolution. Options are exercisable to \$100 per share. The authorized option shares are subject to change with the consent and approval from the Board of Directors.

The fair value of the options granted under the Stock Plan was estimated on the date of grant using the Black-Scholes option pricing model with the following assumptions: (i) dividend yield of 0%; (ii) expected term of ten years; (iii) volatility of 2% (based on years of an accumulative deficits) for employees and volatility of 30% and 26% (based on comparable public company comps) for non-employee consultants; and (iv) average risk-free interest rate of 4.80% and 4.24% for the years ended December 31, 2011 and 2010, respectively. Based on the results of Black-Scholes, no compensation expense was recorded for the years ended December 31, 2011 and 2010.

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

11. STOCK OPTION PLAN (continued)

Options outstanding under Stock Option plan and First and Second Resolutions are as follows:

	<u>Number of Options</u>	<u>Weighted Average Remaining Life (Years)</u>
Outstanding as of January 1, 2004	11,950	
Granted	-	
Forfeited	<u>(3,805)</u>	
Outstanding as of December 31, 2004	8,145	6
Granted	-	
Forfeited	<u>(20)</u>	
Outstanding as of December 31, 2005	8,125	5
Granted	-	
Forfeited	<u>(250)</u>	
Outstanding as of December 31, 2006	7,875	4
Granted	-	
Forfeited	<u>-</u>	
Outstanding as of December 31, 2007	7,875	3
Granted	-	
Forfeited	<u>-</u>	
Outstanding as of December 31, 2008	7,875	2
Granted	-	
Forfeited	<u>-</u>	
Outstanding as of December 31, 2009	7,875	1
Granted	-	
Forfeited	<u>-</u>	
Outstanding as of December 31, 2010	7,875	0
Granted	-	
Forfeited	<u>-</u>	
Outstanding as of December 31, 2011	<u><u>7,875</u></u>	0

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

12. CAPITAL LEASE

The Company entered into a capital lease on February 2, 2008 for telephone equipment. At the end of this lease the Company will own the telephone equipment.

As of December 31, 2011, future minimum lease payments are as follows:

2012	\$ 79,812
2013	39,288
2014	<u>9,609</u>
	128,709
Less: Current Portion	<u>79,812</u>
Long term capital lease payable	<u><u>\$ 208,521</u></u>

13. COMMITMENTS

The Company's New York lease with Steinway terminated on April 30, 2011. The Company entered into a new sublease with Federated Media Publishing Incorporated commencing on April 1, 2011 and terminates on May 15, 2014. The Company's Chicago lease commenced on June 30, 2011 and terminates on June 30, 2013. The Chicago location was located in one of the managed schools prior to the current lease.

As of December 31, 2011, future minimum lease payments are as follows:

2012	\$ 185,082
2013	170,982
2014	<u>65,242</u>
	<u><u>\$ 421,306</u></u>

Rent expense was \$245,997 and \$328,867 at December 31, 2011 and 2010, respectively.

VICTORY SCHOOLS, INC.
D/B/A VICTORY EDUCATION PARTNERS

NOTES TO FINANCIAL STATEMENTS

14. LEGAL SETTLEMENT

A former employee filed suit against the Company citing retaliatory discharge and violation of the Illinois' Whistleblower Act. The case was settled in February 2012 for \$40,000 whereby the Company paid out \$20,000 and the insurance company paid out \$20,000 in full settlement of the Plaintiff's claims. The accrual as of December 31, 2011 was \$4,703.

15. SUBSEQUENT EVENTS

In accordance with ASC 855, the Company evaluated subsequent events through August 30, 2012, the date these financial statements were available to be issued. There were no material subsequent events that required recognition or additional disclosure in these financial statements.

The Promise Academy
Attachment 24 Litigation Document

Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. Provide the following as Attachment 24: summary of the following information: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation. NOTE: Limit attachment to ten (10) pages.

Victory has worked with more than two dozen charter schools any have never been sued by any client.